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ABSTRACT

The Eastman Curriculum Design Project was intended to replicate, in seven selected schools, the modified bilingual education program implemented successfully at the Eastman Avenue Elementary School. Program features include: grouping by language proficiency for core subject instruction; separation of languages (no translation or concurrent teaching in two languages); introduction of sheltered English for limited-English-proficient (LEP) students; a balanced curriculum for all students, regardless of language proficiency; emphasis on communicative English; transitional reading program for Spanish-speakers; and emphasis on oral English for both LEP and English-speaking students. Program evaluation showed the following results: staff development was effective in helping teachers implement instructional activities; concurrent instruction decreased from 33% to 3% after one year, in comparison with 29% at other schools; academic gains are likely to be gradual, becoming apparent after 3-5 years; former LEP students transitioned into mainstream instruction (reclassified as fluent English proficient or FEP) outperformed counterparts at other schools in reading and math; project teachers and parents were more satisfied than others with the instructional program; and reclassified FEP students had the highest self-esteem scores of all language classification students at any school. Tables, figures, instruments and training schedules are appended. (MSE)

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EASTMAN CURRICULUM DESIGN PROJECT 1986-87

First-Year Implementation Report

RE

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LOS ANGELES UNIFIED SCHOOL DISTRICT

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EASTMAN CURRICULUM DESIGN PROJECT: FIRST-YEAR IMPLEMENTATION REPORT 1986-87

PUBLICATION NO. 512

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Los Angeles Unified School District

February 1988

LOS ANGELES UNIFIED SCHOOL DISTRICT

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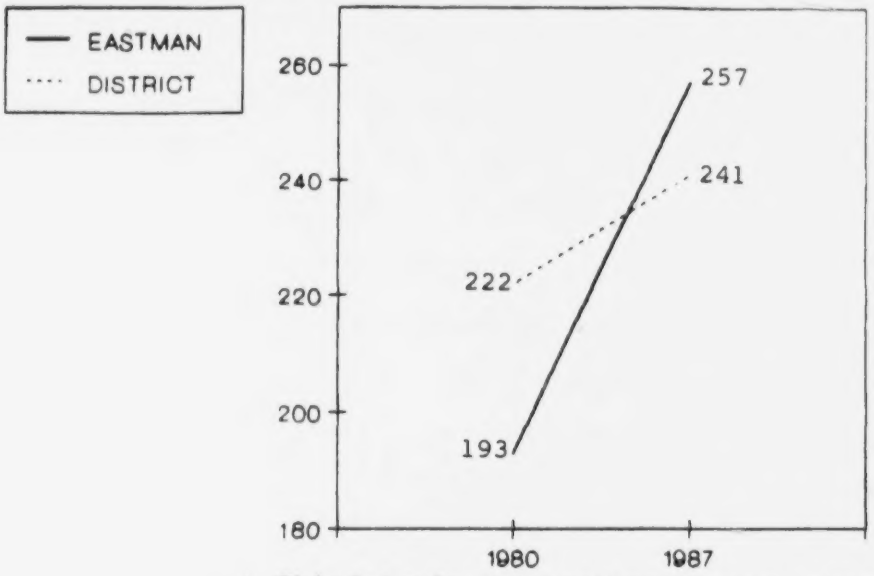
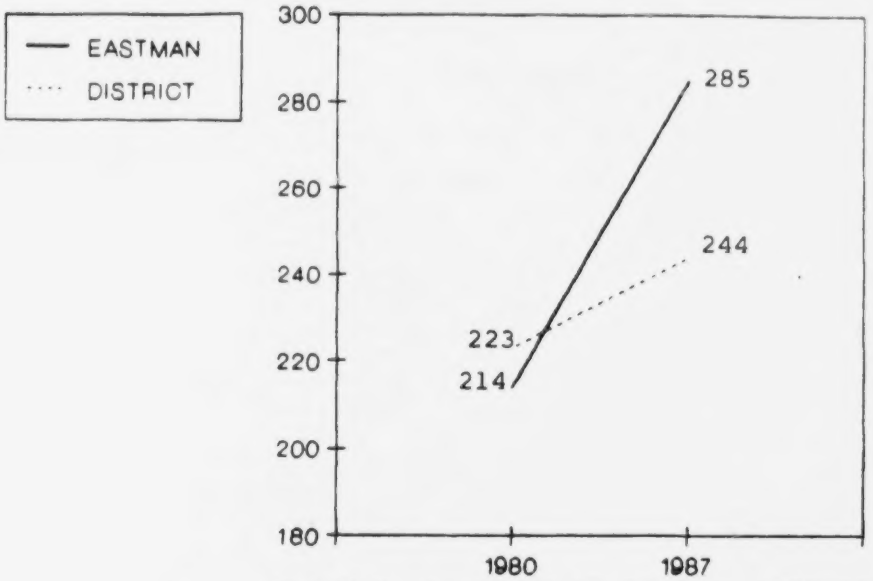
BACKGROUND

The purpose of the Eastman Curriculum Design Project is to replicate Eastman Elementary School's successful instructional program at seven selected school-sites. Eastman's curriculum design has proven effective in improving student academic performance.



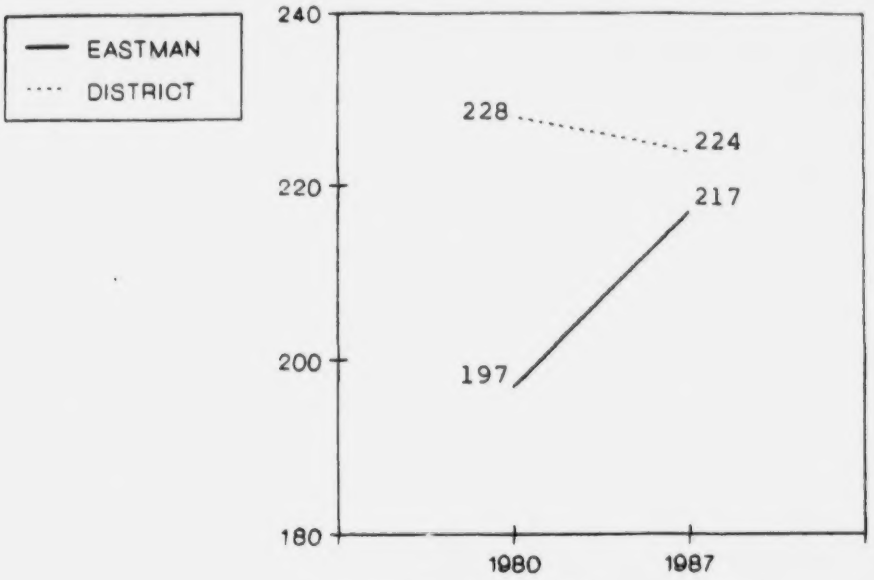
Third-Grade CAP Reading Scores, 1980-87



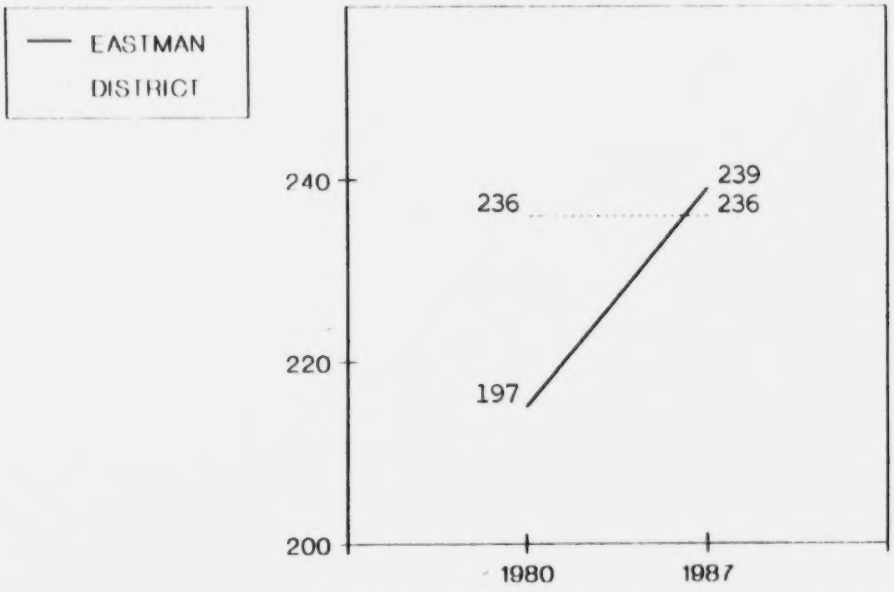
Third-Grade CAP Math Scores, 1980-87

Students receiving maximum exposure to Eastman's program (students receiving their entire education under Eastman's program) had significant achievement gains that allowed them to perform above district norms in reading and math.

Eastman's curriculum design has proven effective in improving student academic performance.



Sixth-Grade CAP Reading Scores, 1980-87



Sixth-Grade CAP Math Scores, 1980-87

Students not receiving maximum exposure to Eastman's program also had significant achievement gains that allowed them to perform at or near district norms in reading and math.

EVALUATION DESIGN

The purpose of the Eastman Project Evaluation Design is twofold: (1) process evaluation -- identify and evaluate the educational practices and instructional activities at the project and comparison schools; (2) outcome evaluation -- evaluate the project and comparison school program outcomes.

To address the evaluation design questions, the project schools were matched with comparison schools from the same regions as follows:

Project Schools	Comparison Schools
Wilmington (A)	Hawaiian (A)
Florence (B)	Loma Vista (B)
West Vernon (C)	Trinity (C)
San Fernando (F)	Hadden (F)
Sharp (F)	4th St. (G)
Evergreen (G)	
Humphreys (G)	

PROCESS EVALUATION QUESTIONS

The evaluation plan was designed to answer the following process evaluation questions:

1. How effective was the leadership team training in preparing project school administrators and coordinators to implement the Eastman curriculum design?

2. How effective was the teacher training in preparing project school teachers to implement the Eastman curriculum design?

3. To what extent were project school teachers successful in implementing an identified set of reading and content area instructional activities?

4. To what extent were project school teachers successful in implementing an identified set of ESL and English oral language instructional activities?

5. What kind of bilingual programs were implemented at the comparison schools?

6. What were the languages used for instructing limited-English proficient (LEP) students at the comparison schools?

OUTCOME EVALUATION QUESTIONS

The evaluation plan was designed to answer the following outcome evaluation questions:

1. To what extent does the Eastman Project curriculum design affect student academic performance and English proficiency compared with comparison school and district norms?

2. To what extent does the Eastman Project successfully reclassify LEP students to mainstream English-only instruction, compared with comparison school and districtwide LEP students reclassified to English-only instruction?

3. To what extent does the Eastman Project affect student self-esteem compared with student self-esteem at the comparison schools?

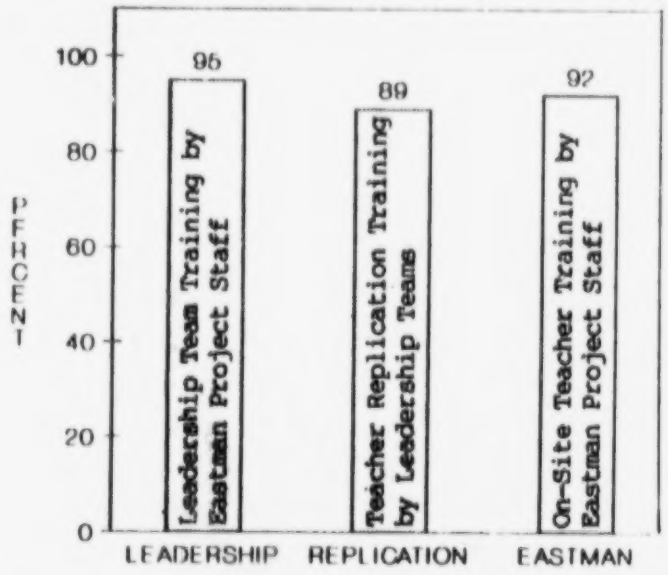
4. To what extent does the Eastman Project influence teacher attitudes toward Spanish-language instruction, compared with comparison school teacher attitudes toward Spanish-language instruction?

5. To what extent does the Eastman Project influence school leadership teams' (administrators, coordinators) attitudes toward the project, compared with comparison school leadership teams' attitudes toward their schools' bilingual program?

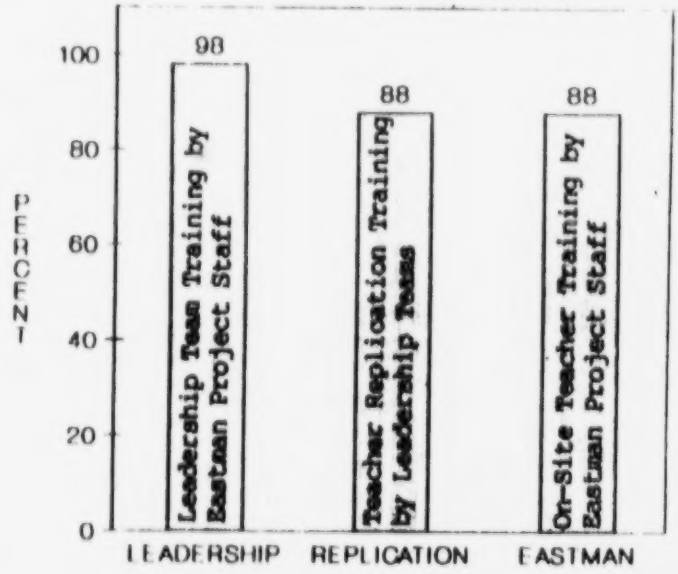
6. To what extent does the Eastman Project influence parent attitudes toward the project, compared to parent attitudes toward the comparison schools' bilingual programs?

PROCESS EVALUATION QUESTIONS 1 AND 2

How effective was the leadership team training and teacher training in preparing project schools to implement the Eastman curriculum design?



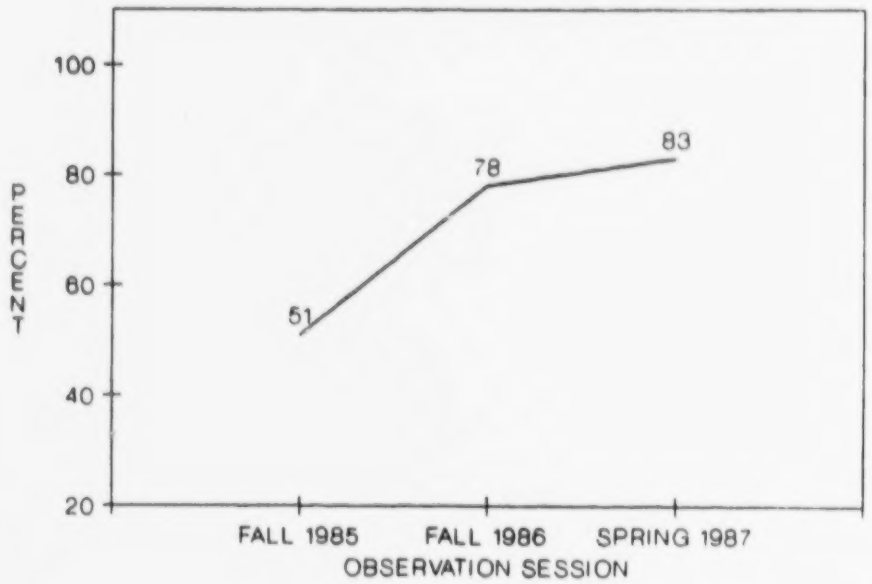
Participants strongly agreed that the content of project staff development sessions was effective in increasing their knowledge.



Participants strongly agreed that the content of project staff development sessions could be implemented at their school.

PROCESS EVALUATION QUESTION 3

To what extent were project school teachers successful in implementing an identified set of reading and content area instructional activities?

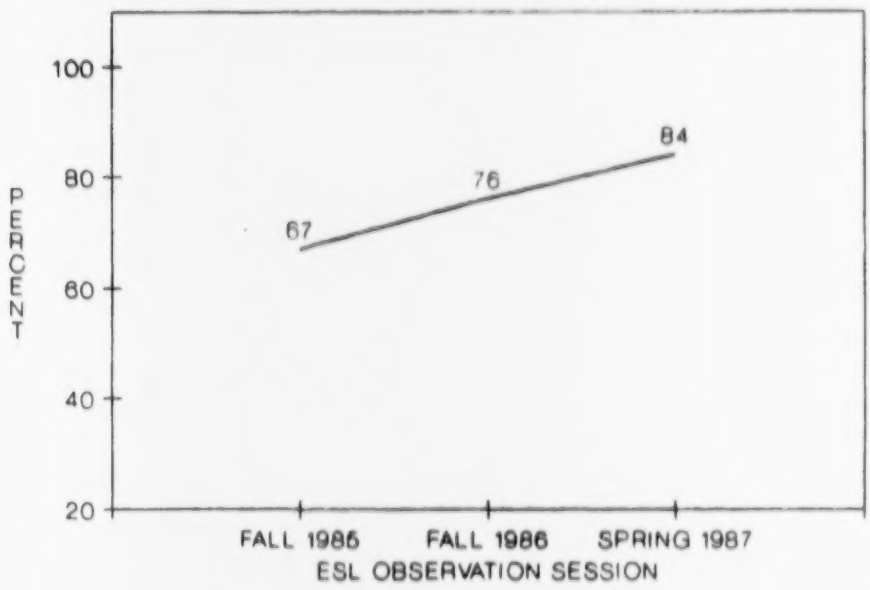


Percent of project school teachers implementing an identified set of reading and content area instructional activities.

- The extent to which project school teachers have been implementing an identified set of reading and content area instructional activities has increased significantly over time.
- Since classroom observations were first conducted at the project schools, beginning one year prior to project implementation (1985 fall semester), the frequency of reading and content area instructional activities has increased by 32%.

PROCESS EVALUATION QUESTION 4

To what extent were project school teachers successful in implementing an identified set of ESL and English oral language instructional activities?



Percent of project school teachers implementing an identified set of ESL/English oral language instructional activities.

- The extent to which project school teachers have been implementing an identified set of ESL and English oral language instructional activities has increased significantly over time.

- Since classroom observations were first conducted at the project schools, beginning one year prior to project implementation (1985 fall semester), the frequency of ESL and English oral language instructional activities has increased by 17%.

PROCESS EVALUATION QUESTION 5

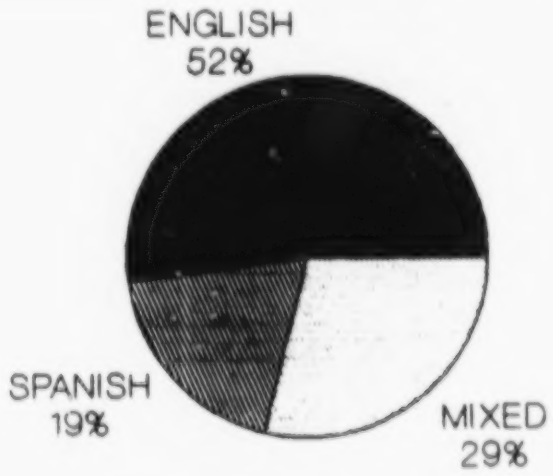
What kind of bilingual programs were implemented at the comparison schools?

Comparison of Eastman Project Curriculum Design and Composite of Comparison School Bilingual Programs

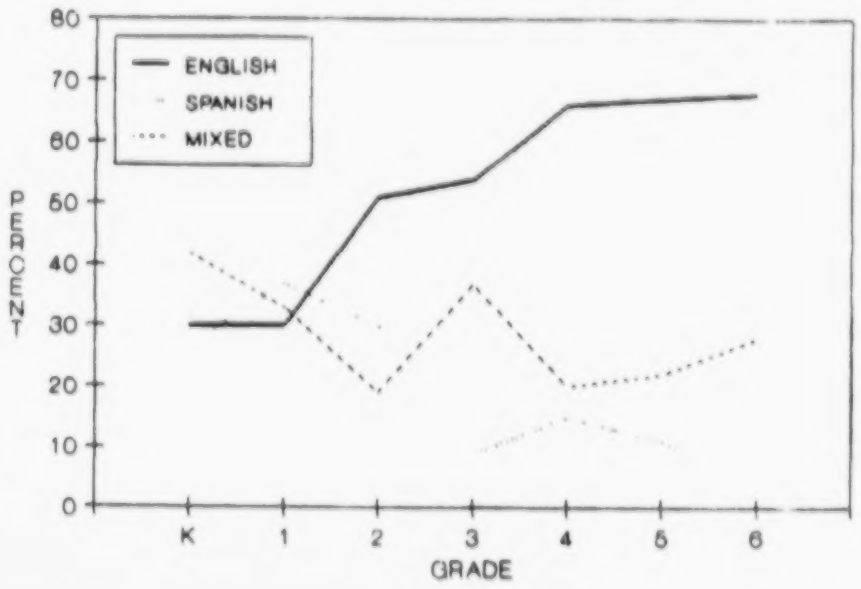
COMPARISON SCHOOL BILINGUAL PROGRAMS	EASTMAN PROJECT CURRICULUM DESIGN
• Classroom organized on 1/3, 2/3 ratio, plus grade level and reading level teaming whenever possible	• Classrooms organized by dominant language, English-language proficiency, and grade reading levels for core academic subjects; 1/3, 2/3 ratio for Art, Music and P.E.
• Separation of language for reading; varying degrees of concurrent translation used during instruction of other subjects, depending on subject	• Separation of languages--no concurrent translation
• Natural language based ESL instruction	• Natural language based ESL instruction
• Use of H-200+ and Moreno Test for oral English assessment (district criteria for assessment of oral English proficiency)	• Use of Student Oral Language Observation Matrix (SOLOM) for oral English assessment and phase placement for instructional program
• Content areas delivered in primary language, mainstream English, or concurrent translation	• Content areas delivered in sheltered English after meeting appropriate English competency criteria
• Requires large percentage of bilingual teachers for compliance	• Requires fewer bilingual teachers due to language separation
• More dependence on paraprofessionals teaching directed lessons	• Less dependence on paraprofessionals teaching directed lessons
• Transition reading program from Spanish to English	• Transition reading program from from Spanish to English
• Directed at limited-English speaking population	• Directed at total school population; interrelationships of classroom and support programs

PROCESS EVALUATION QUESTION 6

What are the languages used for instructing LEP students at the comparison schools?



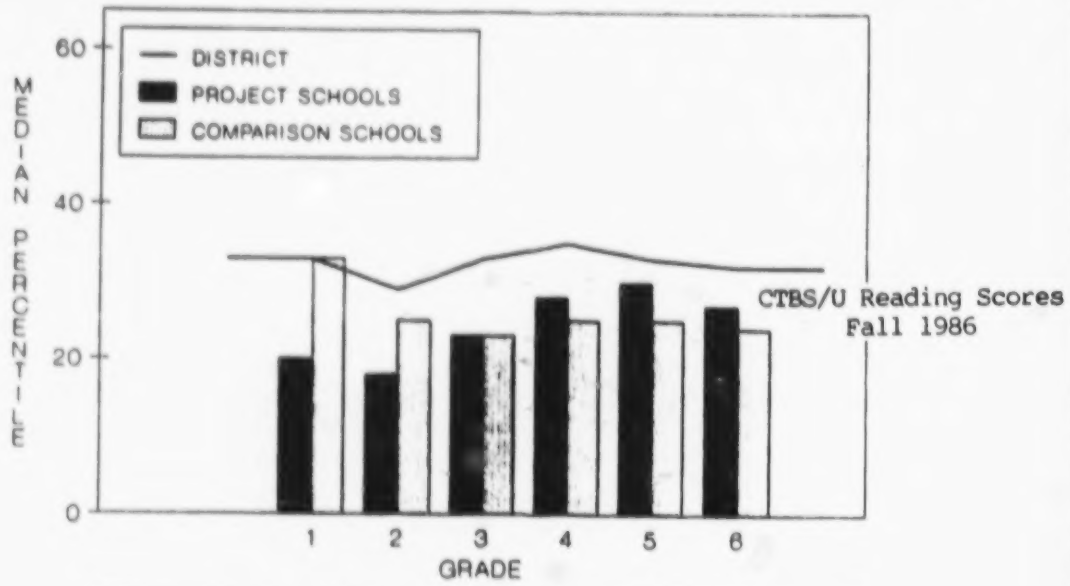
LEP students at the comparison schools received the majority of their instruction in English (52%). LEP students received 29% of their instruc-in both English and Spanish (mixed instruction).



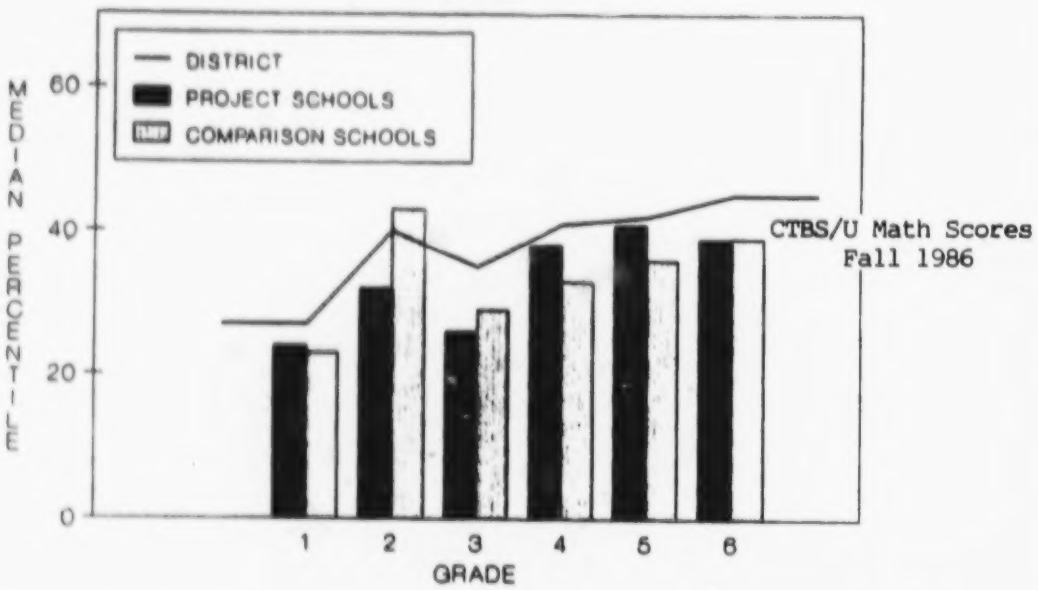
The use of English for instructing LEP students increased across each succeeding grade. Spanish was primarily used in grades K-2 for instructing LEP students.

OUTCOME EVALUATION QUESTION 1

To what extent does the Eastman Project curriculum design affect student academic performance and English proficiency compared with comparison school and district norms?



CTBS/U Reading Scores
Fall 1986



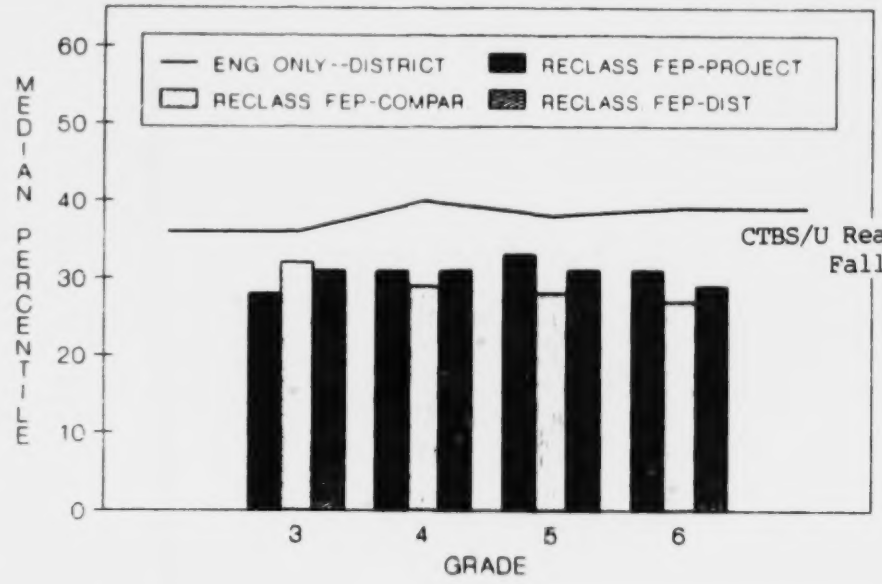
CTBS/U Math Scores
Fall 1986

Primary-grade (grades 1-3) students at the comparison schools generally have higher CTBS reading and math scores than primary-grade students at the project schools.

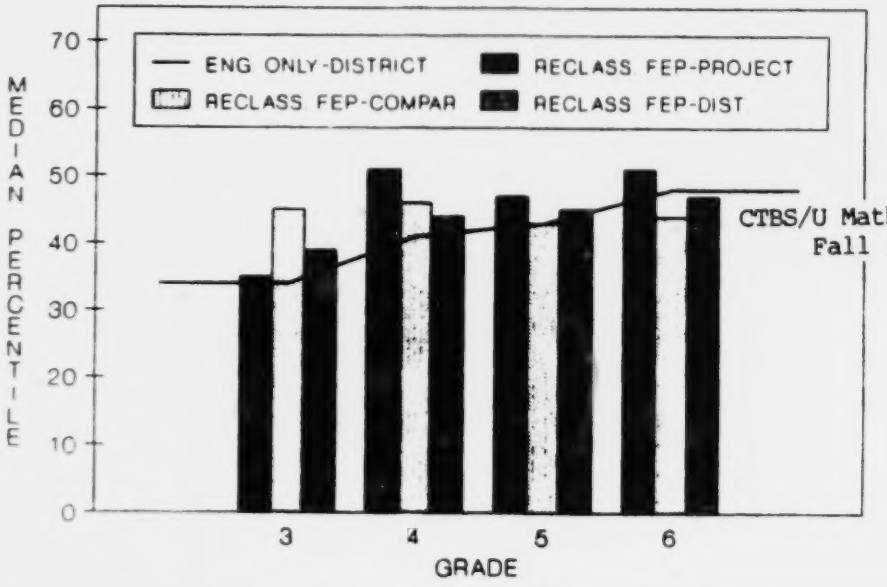
Upper-grade (grades 4-6) students at the project schools generally have higher CTBS reading and math scores than upper-grade students at the comparison schools.

OUTCOME EVALUATION QUESTION 2

To what extent does the Eastman Project curriculum design successfully reclassify LEP students to mainstream English-only instruction, compared with comparison school and districtwide LEP students reclassified to English-only instruction?



CTBS/U Reading Scores
Fall 1986



CTBS/U Math Scores
Fall 1986

Reclassified FEP students at the project schools have higher CTBS math scores than students districtwide who have received English instruction throughout their education.

Reclassified FEP students at the project schools have lower CTBS reading scores than students districtwide who have received English instruction thoughout their education.

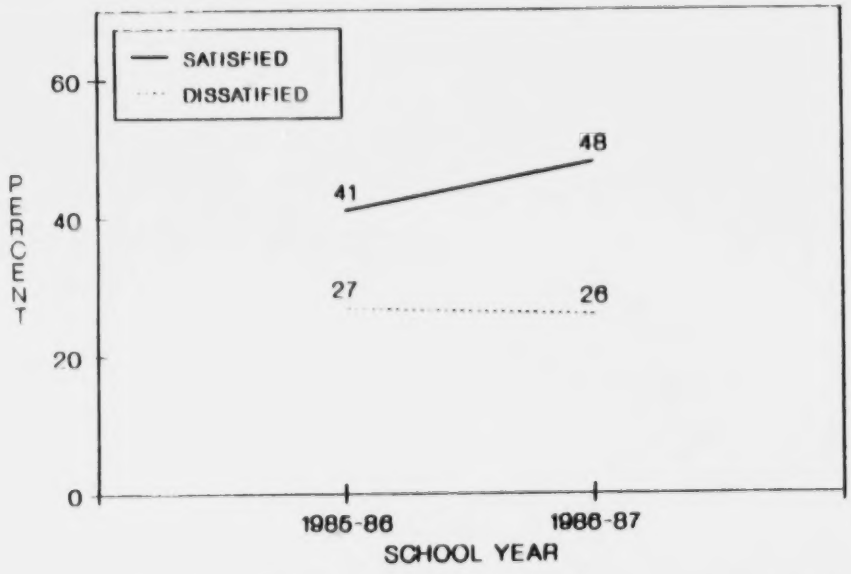
OUTCOME EVALUATION QUESTION 3

To what extent does the Eastman Project influence teacher attitudes toward Spanish-language instruction, compared with comparison school teacher attitudes toward Spanish-language instruction?

Teacher Satisfaction with School's Instructional Program

		Satisfied		Undecided		Dissatisfied	
Project Schools	N	f	%	f	%	f	%
Wilmington	34	12	35	12	35	10	30
Florence	42	16	38	11	26	15	36
West Vernon	40	14	35	14	35	12	30
San Fernando	36	21	59	8	22	7	19
Sharp	44	26	59	14	32	4	9
Evergreen	49	32	65	9	18	8	16
Humphreys	28	10	36	4	14	14	50
TOTAL	273	131	48	72	26	70	26
Comparison Schools							
Loma Vista	42	15	36	6	14	21	50
Trinity	35	15	43	5	14	15	43
Hadden	35	14	40	10	29	11	31
4th Street	25	15	60	4	16	6	24
TOTAL	137	59	43	25	18	53	39

Teachers at the project schools expressed greater overall satisfaction (48%) with their school program than comparison school teachers (43%).



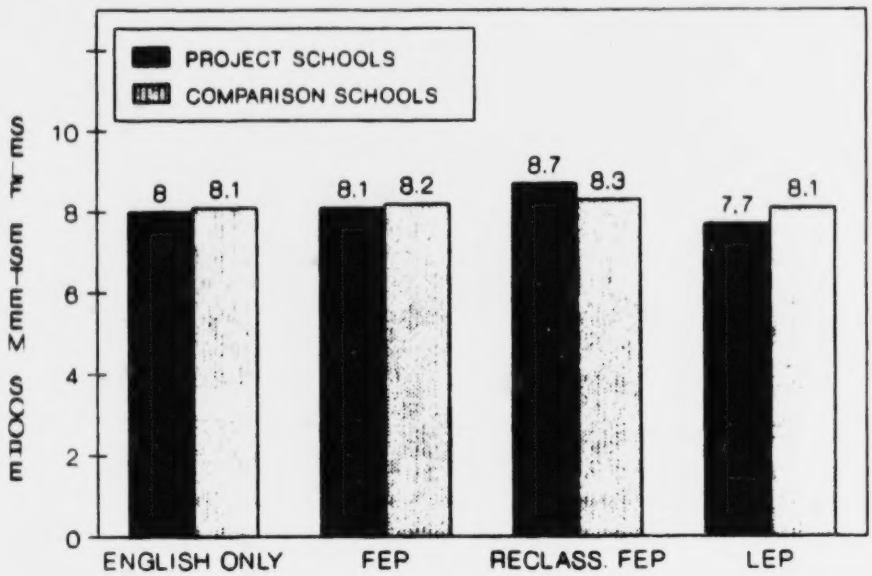
Teachers expressed greater satisfaction with the Eastman Project (48%) after the first year of implementation than with the previous traditional bilingual program (41%) at their schools.

OUTCOME EVALUATION QUESTION 4

To what extent does the Eastman Project affect student self-esteem compared with student self-esteem at the comparison schools?

		Satisfied		Dissatisfied	
	N	f	%	f	%
Project Schools					
Wilmington	81	76	93	5	7
Florence	77	64	83	13	17
West Vernon	68	63	90	5	10
San Fernando	103	83	80	20	20
Sharp	97	86	91	11	9
Evergreen	92	83	88	9	12
Humphreys	81	70	90	11	10
TOTAL	599	525	88	74	12
Comparison Schools					
Hawaiian	97	85	88	12	12
Loma Vista	97	90	93	7	7
Trinity	78	74	95	4	5
Hadden	124	112	90	12	10
4th Street	104	94	90	10	10
TOTAL	500	455	91	45	9

Students expressed a high degree of satisfaction with school at both the project schools (88%) and comparison schools (91%).



Reclassified FEP students (former LEP students) at the project schools had higher self-esteem scores than the other language groups at the project and comparison schools.

OUTCOME EVALUATION QUESTION 5

To what extent does the Eastman Project influence school leadership teams' (administrators, coordinators) attitudes toward the project, compared with comparison school leadership teams' attitudes toward their schools' bilingual program?

Percent of project school and comparison school Administrators/ Coordinators who agreed with the following statements:

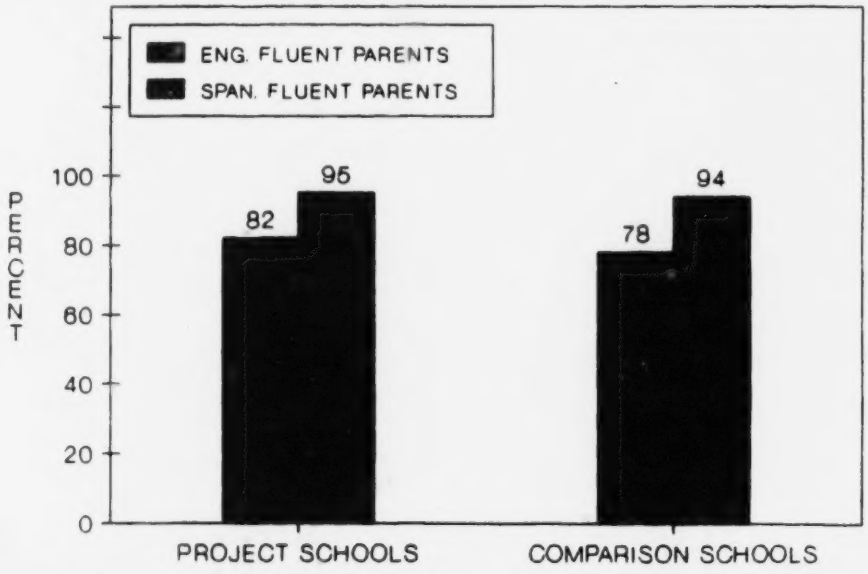
	Project Schools	Comparison Schools
Satisfied with School Program	90%	86%
Satisfied with Teacher Staff Development	91%	88%
School Program was Effective in Developing Their Instructional Leadership Skills	78%	71%
School Program was Effective in Teaching English to LEP Students	87%	73%
School Program was Effective in Providing Instruction in Spanish	92%	86%
School Program Improved Self-Esteem of LEP Students	79%	73%
Improved LEP Student Academic Performance	70%	86%
Improved Student Attitude Toward Learning	74%	86%

Seventy-eight percent of the project school leadership team members felt their school program was effective in developing their instructional leadership skills, compared with 71% of the comparison school leadership team members.

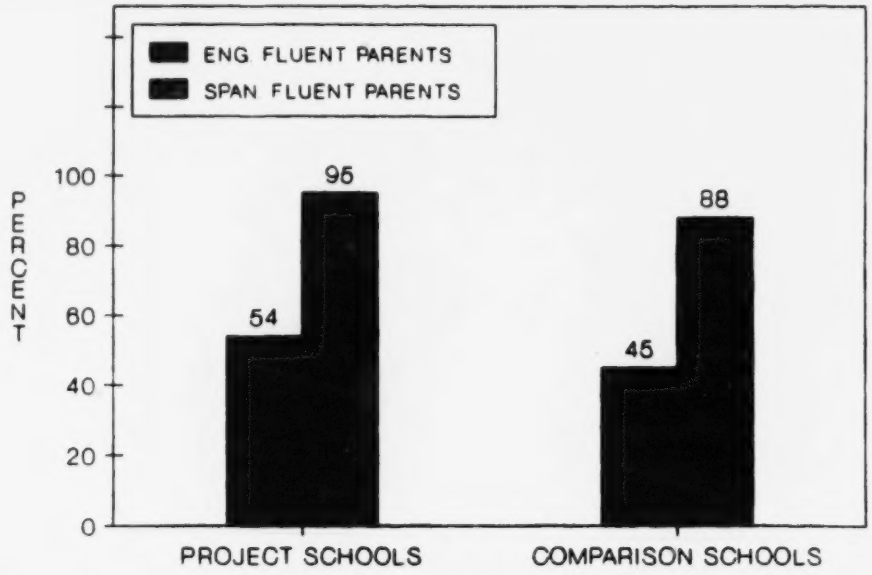
Eighty-seven percent of the project school leadership team members felt their school program was effective in teaching English to LEP students, compared to 73% of the comparison school leadership team members.

OUTCOME EVALUATION QUESTION 6

To what extent does the Eastman Project influence parent attitudes toward the project, compared with parent attitudes toward the comparison schools' bilingual program?



Overall, English-speaking and Spanish-speaking parents from the project schools are more satisfied with the instructional program at their children's school, compared with parents from the comparison schools.



Overall, more parents from the project schools believe that children who speak two languages do better in school, compared with parents from the comparison schools.

CONCLUSION

What important changes took place at the project and comparison schools during the first-year (1986-87) of project implementation?

Process Evaluation

- The classroom and ESL/oral language observations suggest that the staff development training has been effective in helping teachers implement an identified set of instructional activities
- Concurrent instruction (instruction provided in both English and Spanish) decreased at the project schools from 33% to 3% after one year of project implementation; 29% of instruction at the comparison schools was concurrent

Outcome Evaluation

- Based on an analysis of the significant academic gains at Eastman Elementary school, academic gains at the project schools may be gradual on a yearly basis. Any overall significant academic gains may become apparent after three- to five-years of project implementation
- Reclassified FEP students at the project schools (former LEP students transitioned into mainstream English instruction) generally outperformed, in reading and math, reclassified FEP students at the comparison schools and districtwide who have received all instruction in English
- Teachers at the project schools were more satisfied than comparison school teachers with their schools' instructional program
- English-speaking and Spanish-speaking parents at the project schools were more satisfied than parents from the comparison schools with their children's school program
- Reclassified FEP students at the project schools had the highest self-esteem scores of all language classification students (English-only, initially identified FEP, LEP) at either the project or comparison schools
- Students at the project schools and comparison schools began nearly evenly matched on self-esteem scores--8.0 and 8.2, respectively--during the first-year of project implementation

CHAPTER I

Introduction

The purpose of the Eastman Curriculum Design Project is to provide the K-6 student population at seven selected school sites with a proven educational plan based on the most recent educational research and theory. This curriculum design was first implemented within the Los Angeles Unified School District (LAUSD) during the 1982-83 school year at Eastman Avenue Elementary School. See Appendix D for an outline of Eastman's curriculum design. As Figures 1 to 6 illustrate, Eastman's curriculum plan has been effective in improving student academic performance in reading, writing and mathematics.

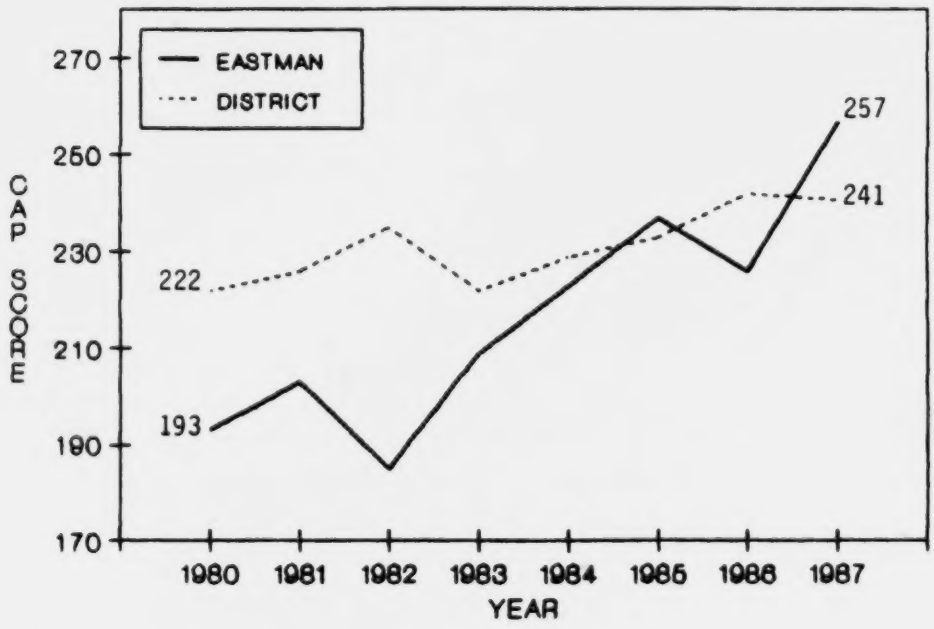


Figure 1. Third-grade CAP reading scores, 1980-87

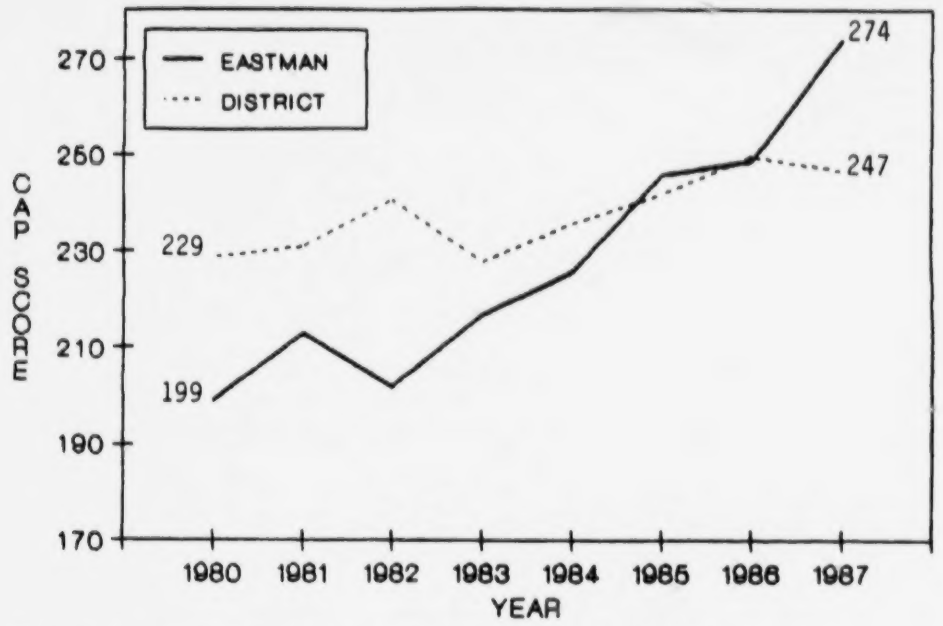


Figure 2. Third-grade CAP writing scores, 1980-87.

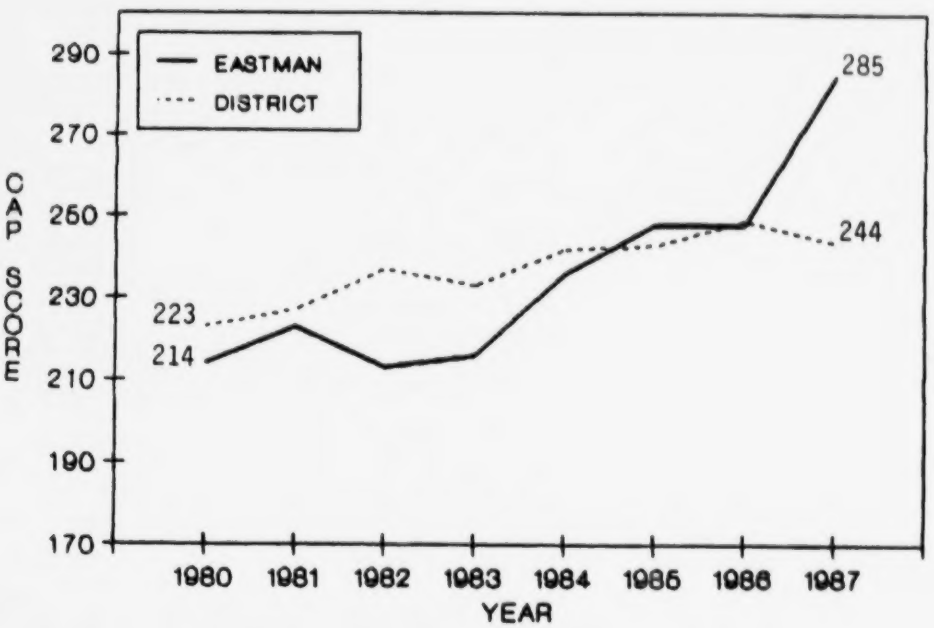


Figure 3. Third-grade CAP mathematic scores, 1980-87.

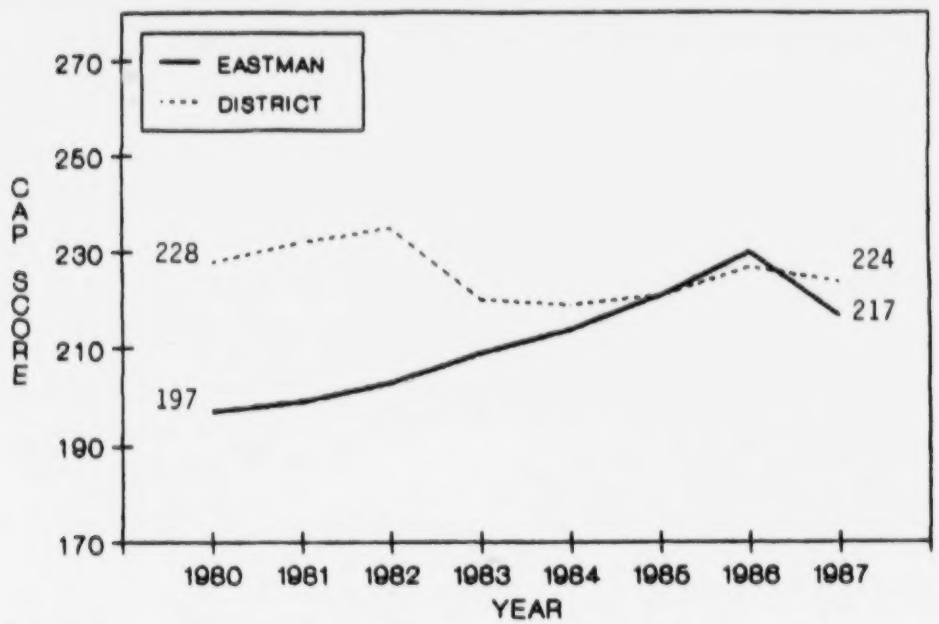


Figure 4. Sixth-grade CAP reading scores, 1980-87.

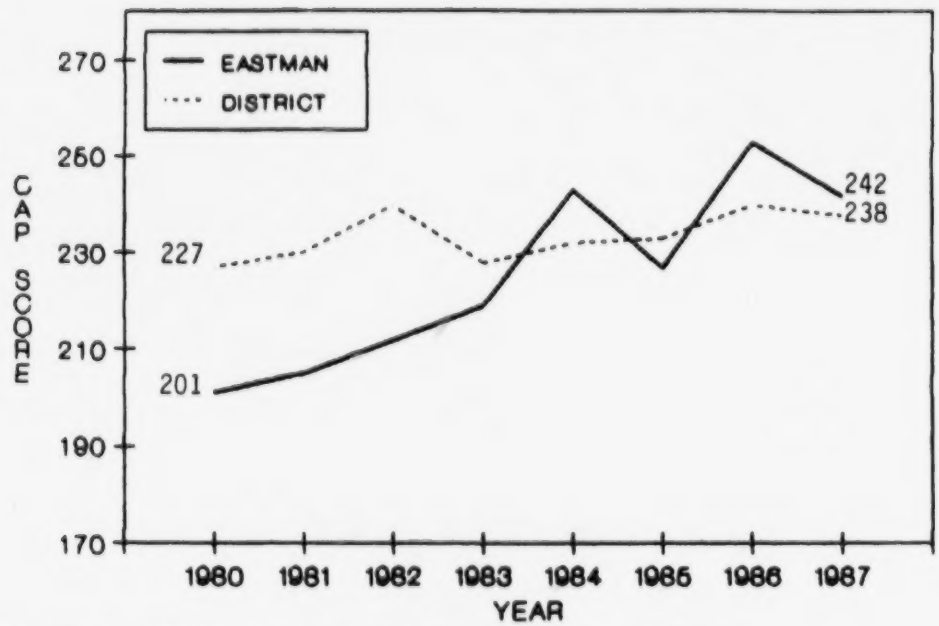


Figure 5. Sixth-grade CAP writing scores, 1980-87.

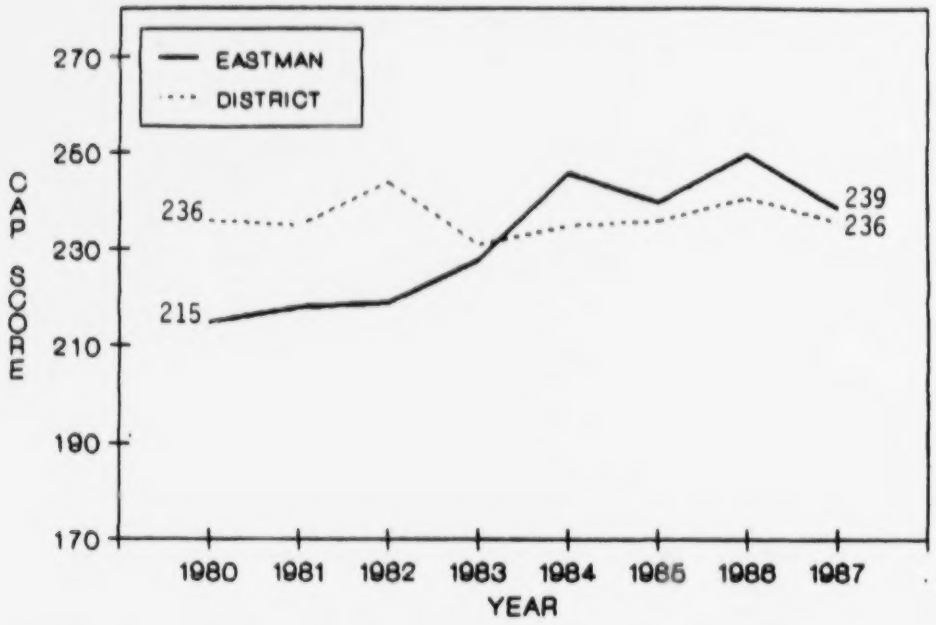


Figure 6. Sixth-grade CAP mathematic scores, 1980-87.

In an effort to replicate Eastman's successful results districtwide, the Eastman Project Unit was established in 1985 to implement the Eastman curriculum design and organizational plan at seven selected school sites. The seven Eastman Project schools were chosen from the various administrative regions throughout the district. The following project schools were selected with each school's region in parentheses: Wilmington (A), Florence (B), West Vernon (C), San Fernando (F), Sharp (F), Evergreen (G), and Humphreys (G).

One of the main objectives of Eastman's program was to improve the academic and English skills of limited-English proficient (LEP) students, in this case, Spanish-speaking students with limited or no English skills. It must be stressed, however, that the ultimate goal of Eastman's curriculum implementation was to improve the academic and English skills of all

students. As indicated, Eastman has been successful in its goal of improving student academic performance.

Implementing the Eastman design meant changing traditional bilingual instruction. In an effort to maximize instruction to all LEP and English-proficient students, the following are some of the major changes instituted at Eastman Elementary, and subsequently introduced at the seven project school sites during the 1986-87 school year (also see Chart 3 on page 18):

- Grouping of students by language proficiency for core subject instruction; complying with the state mandated 1/3-2/3 language ratio during art, music and physical education
- Separation of languages (no translation or concurrent teaching)
- Introduction of sheltered (intermediate) English into the curriculum as a method of initially exposing LEP students to curriculum area instruction in English
- A balanced curriculum taught to all students, regardless of language of instruction
- Greater emphasis on natural communicative ESL, as opposed to grammar-based ESL
- Clearly defined transition reading program (from Spanish to English)
- Greater emphasis on English oral language instruction for both LEP and English students

One immediate benefit of Eastman's reorganized program was the need for fewer bilingual teachers during a period when the need for more bilingual teachers has been increasing districtwide. In fact, when the seven Eastman Project schools were first reorganized last year (1985-86) in accordance with the Eastman organizational model, the need for bilingual teachers at the seven school sites decreased by 33%, from 242 bilingual teachers to 162.

Since the number of bilingual classrooms was reduced, this meant bilingual aides were not relied upon to provide some of the Spanish instruction, as had been the custom, to make up for the shortage of bilingual instructors.

The goal of the Eastman Project replication is not only to implement the Eastman curriculum design at the project schools. The goal is also to replicate Eastman's academic success.

Purpose

The Eastman Project replication includes a three-year longitudinal evaluation design to measure the effects of project implementation during the three-year period of implementation. The Eastman Project replication covers the 1986-87, 1987-88, and 1988-89 school years.

The purpose of this Eastman Project First-Year Implementation Report is fourfold. First, it documents the activities and progress of the Eastman Project replication during its first year of implementation from September 1986 to June 1987. Second, the 1986-87 first-year implementation data are compared with the 1985-86 pre-implementation baseline data. Third, the current report provides additional baseline (pre-implementation) information collected during the first year (1986-87) of project implementation. Fourth, the objectives for the Eastman Project's second year implementation during the 1987-88 school year are outlined, and an overview of the evaluation design covering the entire span of the three year study is provided.

Project School Baseline (Pre-Implementation) Data

1985-86 Pre-Implementation Reorganization and Training Data. The initial phase of the Eastman Project replication provided extensive staff

training and planning at the seven project school sites during the 1985-86 school year, the year prior to project implementation. The 1985-86 school year thus served as the reorganizational and training phase of the Eastman Project replication. Last year's 1985-86 Eastman Project Progress Report documented the results of the 1985-86 reorganization and training phase at the seven project schools.

Pre-Implementation Academic Data. Both the 1985-86 Progress Report and the current 1986-87 First-Year Implementation Report document the academic status of the project schools prior to implementation of the Eastman Project. Both reports document the academic progress of the project schools during the 1983-84, 1984-85, and 1985-86 school years. This pre-implementation achievement information serves as baseline data that will be used for measuring the effectiveness of the Eastman Project in improving student academic performance.

In order to measure academic outcomes or growth at the project schools, student achievement levels for the three-year period (1983-84, 1984-85, 1985-86) before project implementation will be compared with student achievement levels for the three year period (1986-87, 1987-88, 1988-89) after project implementation. This constitutes a classic "before-after" or "pre-post" study.

Comparison School Baseline Data

In order to accurately measure the effects of the Eastman Project replication on student achievement and English proficiency, each project school has been matched with a comparison (nonproject) school from the same region. This allows a direct comparison between the project schools implementing the Eastman curriculum design and comparison schools implementing

traditional bilingual instruction. The following five comparison schools were matched with the project schools (each comparison school's region is in parentheses): Hawaiian (A), Loma Vista (B), Trinity (C), Haddon (F), 4th Street (G). The effectiveness of the Eastman Project, therefore, can also be measured against a "comparison school baseline."

Purpose of Project School and Comparison School Baseline Data

Two types of baseline information exist for evaluating the effectiveness of the Eastman Project replication in improving student achievement: the "pre-Eastman" or pre-implementation baseline data, and the comparison school baseline data. (The comparison school instructional programs are described in Chapter Two.)

Both sets of baseline information serve three interrelated purposes. First, the data allow a comparison between project and comparison school achievement levels before implementation of the Eastman Project. This pre-implementation analysis is significant since it chronicles the period when the project schools were still using traditional bilingual programs to instruct LEP students. The project schools are, in a sense, ex-comparison schools. The baseline data thus provide a comparison between project and comparison school academic levels when both school groups were implementing more traditional bilingual approaches.

The baseline data serve two other goals. It allows comparisons over time between project and comparison school student academic levels. It also permits comparisons of achievement levels over time within each project and comparison school. In other words, the project and comparison schools will be compared with each other over time to measure project effects on academic

performance. This permits between school comparisons. At the same time, each project and comparison school will also serve as its own comparison to measure academic growth or change over time at each school during the three-year period of study. This allows within school comparisons.

Eastman Project First-Year Implementation, 1986-87

The second phase of the Eastman Project replication (1986-87) featured the first-year implementation of the Eastman curriculum design at the seven project schools. Further staff training and school planning occurred at the project schools during the 1986-87 first-year implementation phase. As mentioned, additional pre-implementation (baseline) data were also collected during this phase and will be reported throughout the following sections of this report.

Evaluation Issues

Two sets of evaluation issues or questions are addressed in this report: process evaluation issues and outcome evaluation issues.

Process Evaluation Issues

The first set of evaluation issues concerns the evaluation of a selected group of ongoing school practices and instructional activities (school processes) at project and comparison schools. These issues are concerned with the evaluation of program features at the project and comparison schools.

The project school leadership team (principal, assistant principal(s), and coordinators) training and teacher training were monitored throughout the 1986-87 school year for their effectiveness in preparing the leadership teams and teachers in implementing the Eastman curriculum design. The project schools were also monitored during the 1986-87 school year on the implementation of an identified group of academic subject and ESL/oral language instructional activities.

Each comparison school's bilingual program was reviewed, and the main characteristics of each program were outlined and contrasted with the Eastman curriculum design. The languages used for instructing LEP students at the comparison schools were also examined.

The following process evaluation issues are addressed in this report:

1. How effective was the leadership team training for preparing project school administrators and coordinators in implementing the Eastman curriculum design?

2. How effective was the teacher training for preparing project school teachers in implementing the Eastman curriculum design?

3. To what extent were project school teachers successful in implementing an identified set of reading and content area instructional activities?

4. To what extent were project school teachers successful in implementing an identified set of ESL and English oral language instructional activities?

5. What types of bilingual programs were implemented at the comparison schools?

6. What were the languages used for instructing LEP students at the project and comparison schools?

Outcome Evaluation Issues

In addition to measuring the effects of the Eastman Project on student academic performance, a conscious effort was made to address all the groups impacted by the Eastman Project: students, teachers, school administrators/coordinators and parents. The attitudes and opinions of these groups were solicited through questionnaires and surveys to document overall school and community reaction to the project. The attitudes and opinions were also obtained from the same school and community groups at the comparison schools to determine if any differences existed on how project and comparison schools affect the attitudes and opinions of these groups.

In order to measure the total impact of the Eastman Project, as compared to the comparison school baseline, the following outcome evaluation issues are addressed:

1. To what extent does the Eastman Project curriculum design affect student academic performance and English proficiency?

2. To what extent does the Eastman Project successfully reclassify LEP students to mainstream English-only instruction?

3. To what extent does the Eastman Project affect students' self-esteem?

4. To what extent does the Eastman Project influence teacher attitudes and opinions toward Spanish language instruction?

5. To what extent does the Eastman Project influence school administrator/coordinator (school leadership team) attitudes and opinions toward the instructional program at their schools?

6. To what extent does the Eastman Project influence parent/community attitudes and opinions toward school?

Evaluation Design

There are three phases to the Eastman Project evaluation design: process evaluation, outcome evaluation, and conclusions/recommendations based on the process and outcome evaluation findings. These phases are described below.

Process Evaluation

There are two components to the Eastman Project evaluation design. The first component is concerned with identifying and monitoring the existing instructional programs and organizational plans at the project and comparison schools. This aspect of the evaluation design is commonly known as process evaluation since it identifies and records the ongoing educational practices

and instructional activities, school processes, occurring at the school sites.

Outcome Evaluation

The second aspect of the evaluation plan is concerned with measuring the outcomes, such as test scores, resulting from the instructional strategies and educational practices being implemented at the schools. This second component of the design is generally referred to as product evaluation since it measures the "end-product" or outcomes of a school's overall educational program.

Process and Outcome Evaluation: A "Cause and Effect" Relationship

To summarize, process evaluation is a systematic procedure that identifies and monitors ongoing educational practices and instructional activities taking place at a given school. Outcome evaluation, on the other hand, measures the effect or outcomes of the schoolwide educational practices and instructional activities.

Ultimately, process evaluation and outcome evaluation can be seen in a cause and effect relationship. For the purpose of evaluation, a school's overall educational program constitutes the causes, while the outcomes resulting from a school's program are the effects. The process evaluation component of the design, therefore, records the "causes" of an educational program, while outcome evaluation component measures the effect "caused" by the school program.

Evaluation Design: An Illustrative Model

Chart 1 outlines the scope of the Eastman Project evaluation design. It

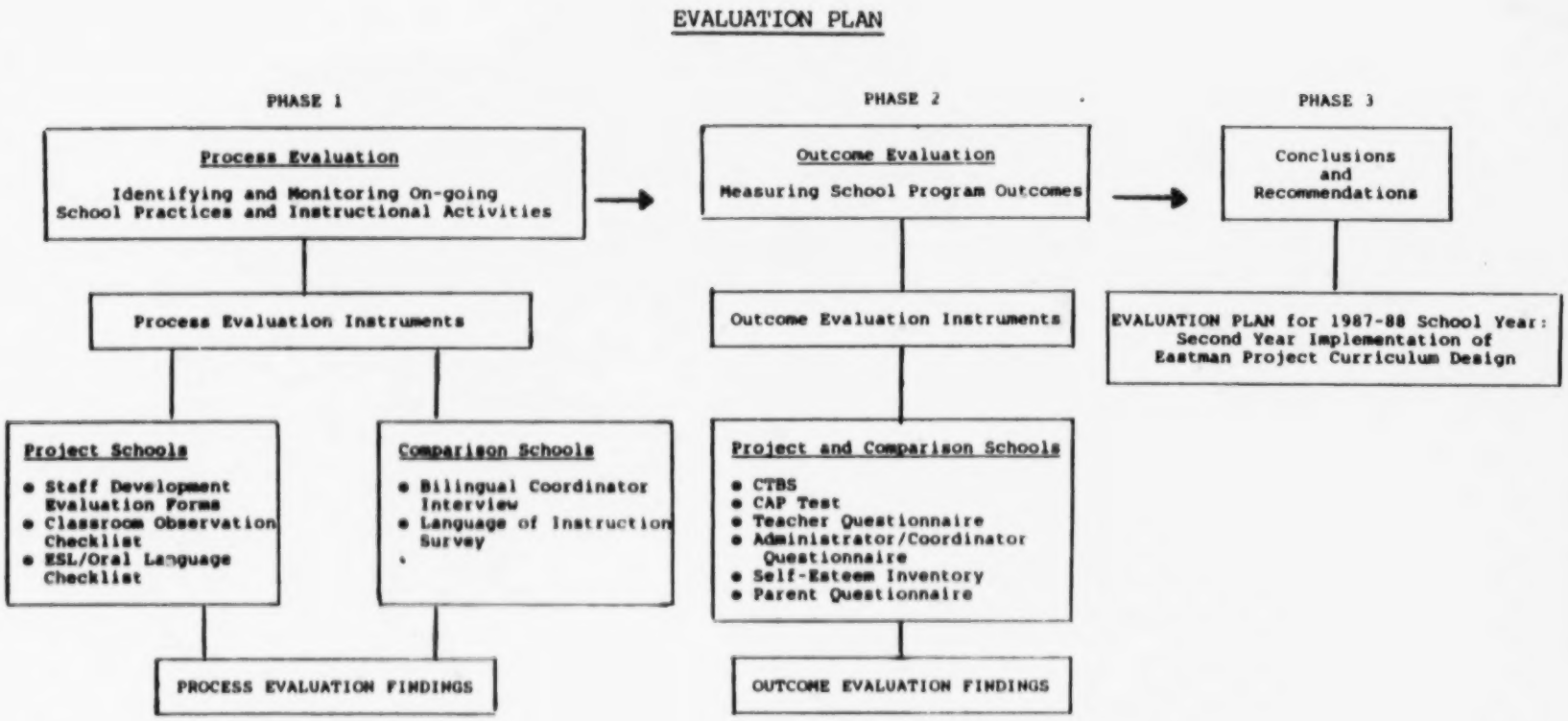


Chart 1. An illustrative model of the Eastman Project Evaluation Design. Depicted are the data-gathering instruments used for identifying/monitoring project school and comparison school programs (process evaluation). Instruments are also listed for measuring project and comparison school program outcomes (outcome evaluation).

illustrates the relationship between process evaluation and outcome evaluation. The chart also identifies the instruments used for process evaluation when monitoring the project and comparison school programs. It also lists the instruments used for outcome evaluation when measuring the program outcomes. (These data-gathering instruments are the same ones used for collecting the baseline data and implementation data; the instruments are described in the next section.)

Data Gathering Instruments

This section provides a description of the instruments used for collecting the data necessary for addressing the process evaluation and outcome evaluation issues. The data-gathering instruments are listed and described in Chart 2 according to whether they are used for collecting process or outcome evaluation data.

Method Of Analysis

Descriptive Data

Data analysis was carried out on three levels. The data were generated by computer analysis, using SPSS (Statistical Package for the Social Sciences) procedures. The first level of analysis involved simple descriptive data. The information collected with the project school staff development evaluation forms is represented by simple descriptive statistics: average score ratings (means) and frequency tables (percent of respondents answering an item).

Group Comparisons

The second level of analysis involved making direct comparisons between project and comparison school groups. The statistical methods used at this

INSTRUMENTS USED FOR COLLECTING PROGRAM/PROCESS EVALUATION DATA

PROJECT SCHOOLS

- Staff Development Evaluation Forms--measured participant feedback to project staff development workshops, orientation meetings and Eastman Project conferences and seminars

- Classroom Observation Checklist--inventoried the extent to which project teachers implemented identified reading and content area instructional activities

- ESL/Oral Language Instructional Checklist--inventoried the extent to which project teachers implemented identified ESL/English Oral Language instructional activities for LEP and English-only students

- SOLOM (Student Oral Language Observation Matrix)--used by project classroom teachers to determine student oral English proficiency

COMPARISON SCHOOLS

- Bilingual Coordinator Interview--interviewed the bilingual coordinator at each comparison school to collect additional information about the instructional programs and organizational structure at their schools

- Language of Instruction Survey--surveyed the language(s) used for instructing LEP students at the comparison schools

INSTRUMENTS USED FOR COLLECTING OUTCOME EVALUATION DATA

PROJECT AND COMPARISON SCHOOLS

- CTBS/U (Comprehensive Test of Basic Skills, Form U)--measured English academic achievement in reading and mathematics

- CTBS-Español Test--measured Spanish academic achievement in reading and mathematics

- CAP (California Assessment Program)--measured English academic achievement in reading, writing and mathematics

- Teacher Questionnaire--measured project and comparison school teacher attitudes and level of knowledge regarding bilingual instruction

- Administrator/Coordinator Questionnaire--measured the attitudes and opinions of project and comparison school administrators and coordinators toward the instructional program at their school

- Self-Esteem Inventory (SEI)--measured feelings of students about themselves and toward school at both project and comparison schools

- Parent Questionnaire--measured parent/community attitudes and feeling about the educational program at their children's schools

Chart 2. Instruments used for collecting process evaluation data and outcome evaluation data.

level of inquiry included project and comparison school average group scores (group mean) comparisons, and comparisons of project and comparison school group frequencies (percentages). The information collected with the following instruments was subjected to these types of comparative analyses:

- CTBS/U and CTBS-Espanol
- CAP Test
- Teacher Questionnaire
- Administrator/Coordinator Questionnaire
- Self-Esteem Inventory
- Parent Questionnaire
- Language of Instruction Survey

Time-Series Analysis

The third level of analysis involved making comparisons over time (time-series analysis). This level is similar to the second level of analysis in that it involves making group comparisons. In addition, since a time-series analysis includes longitudinal data, multiple group comparison over time is involved. The data collected with the following instruments were subjected to time-series analyses:

- Classroom observation checklist
- ESL/oral language observation checklist
- CAP Test
- CTBS/U (fourth grade scores)
- CTBS-Espanol

CHAPTER II

Process Evaluation Findings

This chapter presents the process evaluation findings. As mentioned in Chapter One, process evaluation provides a review and analysis of educational practices and instructional activities at the project and comparison schools. The Eastman Project curriculum design and the comparison schools' bilingual programs are compared for similarities and differences.

Although the five comparison schools reflect traditional bilingual educational approaches, it should be emphasized that a uniform bilingual program has not existed in the Los Angeles Unified School District. (See the 1982 Bilingual Classroom Study Report released by Research and Evaluation Branch, Publication No. 422.) Instead, schools have been flexible in implementing bilingual programs, given the school resources available.

Due to the lack of districtwide uniformity in bilingual instruction, a composite profile of the comparison schools' bilingual programs has been compiled and is presented in Chart 2.

This profile of the comparison schools' bilingual programs is compared and contrasted with the Eastman curriculum design to assure an accurate evaluation of the project and comparison school programs. Obtaining an accurate assessment of the project and comparison school programs also ensures an accurate measure of program outcomes. Only by obtaining an accurate account of the comparison schools' programs can we be assured of providing a true comparison "yardstick" for assessing the Eastman curriculum design outcomes.

The process evaluation findings that follow provide the results from the project staff development training, classroom observation checklist, and

ESL/oral language observation checklist.

Next, the process evaluation findings of the comparison school programs are provided. Based on the data collected with the bilingual coordinator interview and the language of instruction survey, an overview of the comparison schools' bilingual programs is presented.

COMPARISON BILINGUAL PROGRAM	EASTMAN PROJECT DESIGN
• Classroom organized on 1/3, 2/3 ratio, plus grade level and reading level teaming whenever possible	• Classrooms organized by dominant language, English-language proficiency, and grade reading levels for core academic subjects; and 1/3, 2/3 for Art Music and P.E.
• Separation of language for reading, varying degrees of concurrent translation used during instruction of other subjects, depending on subject	• Separation of languages--no concurrent translation
• Natural language based ESL instruction	• Natural language based ESL instruction
• Use of H-200+ and Moreno Test for oral English assessment (district criteria for assessment of oral English proficiency)	• Use of Student Oral Language Observation Matrix (SOLOM) for oral English assessment and phase placement for instructional program
• Content areas delivered in primary language, mainstream English, or concurrent translation	• Content areas delivered in sheltered English after meeting appropriate English competency criteria
• Requires large percentage of bilingual teachers for compliance	• Requires fewer bilingual teachers due to language separation
• More dependence on paraprofessionals teaching directed lessons	• Less dependence on paraprofessionals teaching directed lessons
• Transition reading program from Spanish to English	• Transition reading program from from Spanish to English
• Directed at limited-English speaking population	• Directed at total school population and interrelationships of classroom and support programs

Chart 3. Comparison of Eastman Project Curriculum Design and composite of comparison school bilingual programs.

Staff Development and Training

To assist each project school in implementing the Eastman curriculum design, a total of nine staff development workshops and four orientation and training sessions were conducted by the Eastman Project Unit staff, guest speakers, and leadership teams. The leadership teams at each school consists of the principal, assistant principal and coordinators.

The nine workshops were divided into two groups. The first group of workshops involved a two-step process. The leadership team members from each project school were first trained by the Eastman Project Unit staff in the following six topics: (1) Art, Music and P.E.; (2) ESL; (3) Spanish Reading; (4) English Reading; (5) Sheltered English; (6) Social Studies. The leadership teams then replicated these workshops at their respective schools for on-site teacher training.

The second group of workshops involved direct on-site teacher training by the Eastman Project staff in the following two topics: (1) Directed Spanish Reading Lessons; (2) Kindergarten Program.

The workshops and sessions were directed at upgrading the instructional leadership of the school administrators and coordinators; assisting teachers in developing skills in directed teaching techniques and use of effective instructional strategies; and providing teachers with support inservices related to implementing a balanced curriculum.

Implementing the balanced curriculum in the Eastman Project design involved planning and scheduling of instruction for maximum use of instructional time and time-on-task for students. The instructional schedule (balanced curriculum) is outlined in Appendix D.

Leadership-Team Staff Development

The six leadership-team staff development sessions were conducted by the Eastman Project staff and guest speakers. These sessions were evaluated by the participants for their effectiveness in increasing their knowledge in the given content area. The workshops were also evaluated by the leadership teams for their usefulness in assisting with the implementation of the Eastman curriculum design.

It should be noted that in addition to project school leadership-team members, these workshops were also attended by various district and region advisors and other invited nonproject resource personnel.

Leadership Staff Development. Overall, 98% of all Eastman Project leadership team members agreed that the six leadership-team staff development workshops increased their knowledge in the subjects covered (Table 1). Ninety-five percent of these respondents also felt that the content of the workshops could be implemented at their respective schools (Table 2). The latter finding is identical to last year's baseline data results. Last year 95% of the leadership-team respondents agreed that the content of the workshops could be implemented in their respective schools.

Leadership Team Replication. As mentioned, the leadership teams replicated the six workshops at their respective project schools. Eighty-eight percent of the project school teachers agreed that as a whole, the contents of the replicated workshops increased their knowledge in the given subject (Table 3). Of the teachers attending the workshops, 89% felt that the contents of the sessions could be implemented at their schools (Table 4). This last finding represents a decrease of 7% from last year's baseline data results. Last year 96% of the teachers responding agreed that the content of the workshops would be helpful in implementing the Eastman curriculum design at their respective schools.

Table 1

Extent To Which Eastman Project Leadership Teams Agreed Staff Development Content Increased Their Knowledge

WORKSHOP	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
Art/Music/P.E.	34	32	94%	1	3%	1	3%
ESL	43	42	98%	1	2%	0	0%
Spanish Reading	26	26	100%	0	0%	0	0%
Sheltered English	23	23	100%	0	0%	0	0%
Social Studies	20	19	95%	0	0%	1	5%
Reorganization	21	21	100%	0	0%	0	0%
TOTAL	167	163	98%	2	1%	2	1%

Note. The following scale was used: 3 = Agree, 2 = Undecided, 1 = Disagree.

Table 2

Extent To Which Eastman Project Leadership Teams Agreed Staff Development Content Could Be Implemented

WORKSHOP	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
Art/Music/P.E.	34	31	91%	3	9%	0	0%
ESL	43	41	95%	2	5%	0	0%
Spanish Reading	26	26	100%	0	0%	0	0%
Sheltered English	23	23	100%	0	0%	0	0%
Social Studies	20	19	95%	0	0%	1	5%
Reorganization	18	16	89%	1	6%	1	6%
TOTAL	164	156	95%	6	4%	2	1%

Note. The following scale was used: 3 = Agree, 2 = Undecided, 1 = Disagree.

Table 3

Extent To Which Teachers Agreed Replication Workshop Content Increased Their Knowledge

WORKSHOP	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
Art/Music/P.E.	252	225	89%	18	7%	9	4%
ESL	237	219	92%	12	5%	6	3%
Spanish Reading	165	145	88%	13	8%	7	4%
English Reading	104	89	86%	11	11%	4	3%
Sheltered English	131	117	89%	6	5%	8	6%
Social Studies	131	108	82%	18	14%	5	4%
TOTAL	1020	903	88%	78	8%	39	4%

Note. The following scale was used: 3 = Agree, 2 = Undecided, 1 = Disagree.

Table 4

Extent To Which Teachers Agreed Replication Workshop Content Could Be Implemented

WORKSHOP	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
Art/Music/P.E.	251	226	90%	17	7%	8	3%
ESL	235	220	93%	11	5%	4	2%
Spanish Reading	162	142	88%	16	10%	4	2%
English Reading	103	88	86%	15	14%	0	0%
Sheltered English	131	117	89%	10	8%	4	3%
Social Studies	129	105	81%	19	15%	5	4%
TOTAL	1011	898	89%	88	9%	25	2%

Note. The following scale was used: 3 = Agree, 2 = Undecided, 1 = Disagree.

On-site Teacher Training by Eastman Project Staff

In addition to the workshops replicated by the leadership team at each project school, the Eastman Project coordinator and staff provided three on-site staff development sessions at each project school. Direct on-site teacher training was provided in directed Spanish reading lessons, the kindergarten program, and transition English reading.

Eastman Project Staff Training. Of the teachers attending the workshops presented by the Eastman Project Unit staff, 89% said that their knowledge was increased in the identified subject areas (Table 5), while 92% believed that the content of the workshops could be implemented at their schools (Table 6). Overall, teachers rated the training directed by the Eastman Project Unit staff and the replicated training provided by the leadership teams equally effective (88%) in increasing their knowledge in a given subject. The teachers also indicated that the workshop content provided by the Eastman Project Unit staff had a slightly greater chance (92%) of being implemented at their school than the replicated training provided by the leadership team (89%).

Table 5

Extent To Which Teachers Agreed Workshop Content Provided by Eastman Project Staff Increased Their Knowledge

WORKSHOP	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
Kindergarten	29	19	65	4	14%	6	21%
Directed Spanish Reading Lesson	51	48	94%	2	4%	1	2%
Transition English Reading	51	48	94%	2	4%	1	2%
TOTAL	131	115	88%	8	6%	8	6%

Table 6

Extent To Which Teachers Agreed Workshop Content Provided by Eastman Project Staff Could Be Implemented

WORKSHOP	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
Kindergarten	29	22	76	1	3%	6	21%
Directed Spanish Reading Lesson	52	50	96%	2	4%	0	0%
Transition English Reading	52	50	96%	2	4%	0	0%
TOTAL	133	122	92%	5	4%	6	4%

Other Staff Development Sessions

A pre-service joint project teacher orientation meeting was held the week prior to the start of the 1986-87 school year, with over 300 teachers and other staff personnel attending the meeting. Dr. Alan Crawford, professor of education at California State University, Los Angeles, discussed Spanish reading and primary language instruction, while Dr. Jo Stanchfield, educational consultant and former professor of education at Occidental College, addressed motivational methods for both teachers and students.

The Teacher Spring Conference, held in the 1987 spring semester, was attended by over 300 teachers and staff personnel. Thirty-three workshops were available for those attending this conference, covering different curriculum topics. See Appendix D for a list of all the workshops.

A Saturday orientation meeting and workshop sessions were conducted in October 1987 by the Eastman Project Unit staff for all teachers and staff personnel new to the project. This orientation meeting was attended by 67 project staff participants who were in their first year at one of the project schools. Eastman Project philosophy, directed teaching and ESL/English oral language were the topics of focus.

Spanish-Reading Sessions. Approximately 150 teachers and staff personnel attended the Spanish-reading session held in January 1987. Ninety-nine percent of the teachers attending the session felt that it increased their knowledge in Spanish-reading (Table 7). Of these teachers, 66% believed that the content of the Spanish-reading session could be implemented at their schools.

Summary of Project Staff Development Findings

Figures 7 and 8 summarize the results from the four types of staff development training that took place at the project schools during the 1986-87 school year.

Table 7

Extent To Which Teachers Agreed Spanish Reading Session Content Increased Their Knowledge

SCHOOL	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
Wilmington Park	2	2	100%	0	0%	0	0%
Florence	11	11	100%	0	0%	0	0%
West Vernon	11	11	100%	0	0%	0	0%
San Fernando	2	2	100%	0	0%	0	0%
Sharp	7	6	86%	0	0%	1	14%
Evergreen	5	5	100%	0	0%	0	0%
Humphreys	14	14	100%	0	0%	0	0%
Other Teachers	32	32	100%	0	0%	0	0%
TOTAL	84	83	99%	0	0%	1	1%

Note. Teachers from project schools attending the session but did not indicate their schools.

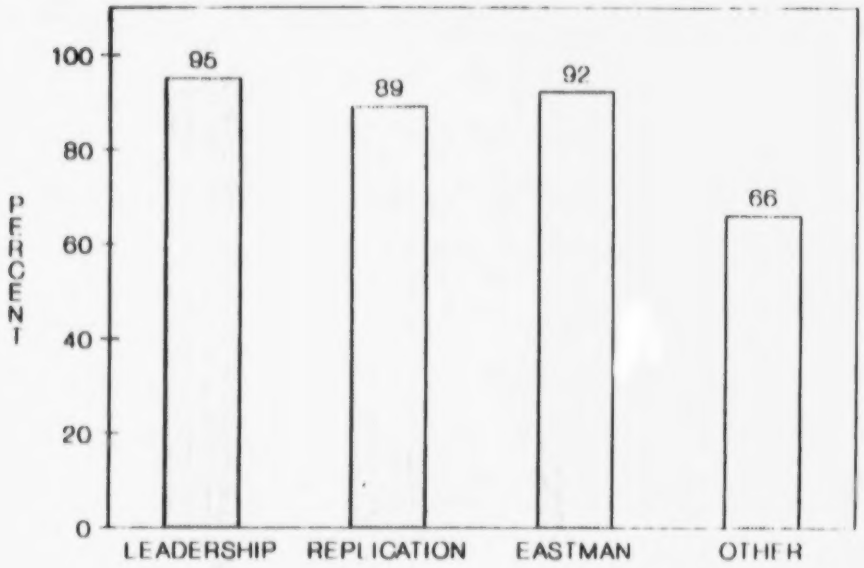


Figure 7. Percent of participants who agreed that content of the four types of project school staff development workshops could be implemented.

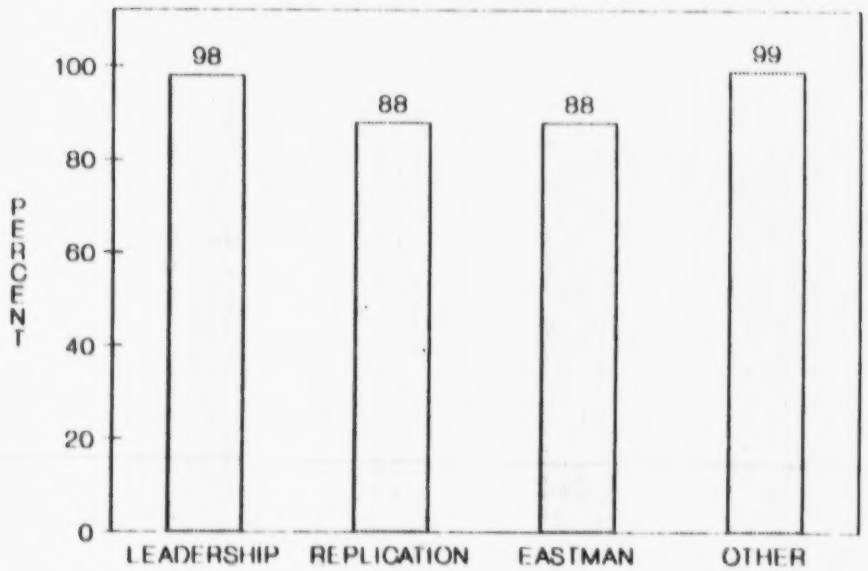


Figure 8. Percent of participants who agreed that content of the four types of project school staff development workshops increased their knowledge.

Classroom Observations

The Eastman Project coordinator and staff visited each project school and observed instruction in all classrooms and support programs. Two classroom checklists were used by the Eastman Project staff observers to document classroom instructional activities. The classroom observation checklist documented the extent to which teachers implemented identified reading and content (academic) subject instructional activities. The extent to which project school teachers implemented identified ESL and English oral language instructional activities was recorded on the ESL/Oral Language Instructional Checklist by the observers. See Appendix C for samples of the classroom observation and ESL/Oral Language checklists.

The classroom observation checklist documented reading and content area activities. Upon completion of the classroom observations at a given school, the project staff came to a consensus on the findings and discussed the observation results with the school-site leadership team. The school-site leadership team in turn was asked to report the general observation findings to their school staff. The observation process included the following steps:

- Visitation of 337 classrooms and support programs at the seven project school sites
- Use of classroom observation checklist by project staff to monitor reading and content subject instructional activities
- Project staff discussed observation findings with leadership teams
- School-site leadership teams reported observation results to their respective school staffs

Reading and Content Area Classroom Observation

Each school was observed twice, once in the 1986 fall semester and once in the 1987 spring semester.

Reading and Content Area Classroom Observation Results. Data gathered at the end of the 1987 spring semester classroom observation session indicated the following end of year (1986-87) findings (see Tables A-17 and A-18 in Appendix A):

- Instruction was consistently conducted in the appropriate language (Spanish, sheltered English or mainstream English) by 97% of the teachers
- Students were properly grouped by 89% of the teachers observed
- 88% of the teachers were observed using directed lessons
- 99% of the classrooms displayed a current, balanced, neat, attractive and functional environment
- 71% of the paraprofessionals provided appropriate assistance
- Materials for motivation and concept development were used by 89% of the teachers
- Classroom objectives were clearly stated by 82% of the teachers observed
- Strategies to promote higher level thinking were observed in 88% of the classrooms
- Multicultural activities were evident in half of the classrooms
- 82% of the teachers observed varied their lesson presentation for pupil understanding
- 91% of the teachers directed and solicited input to include all students

Classroom Observation Longitudinal Results

The classroom observation findings take on greater significance when viewed over time. To date, the Eastman Project Unit staff has conducted

three classroom observation sessions at each project school. The first group of observations was conducted in the fall semester of the 1985-86 school year, one year prior to project implementation. As indicated, each project school was observed two more times during the first year of implementation (1986-87), once in the fall 1986 semester and once in the spring 1987 semester. Figure 9 illustrates the overall percentage of teachers observed at each session implementing the reading and content area instructional activities.

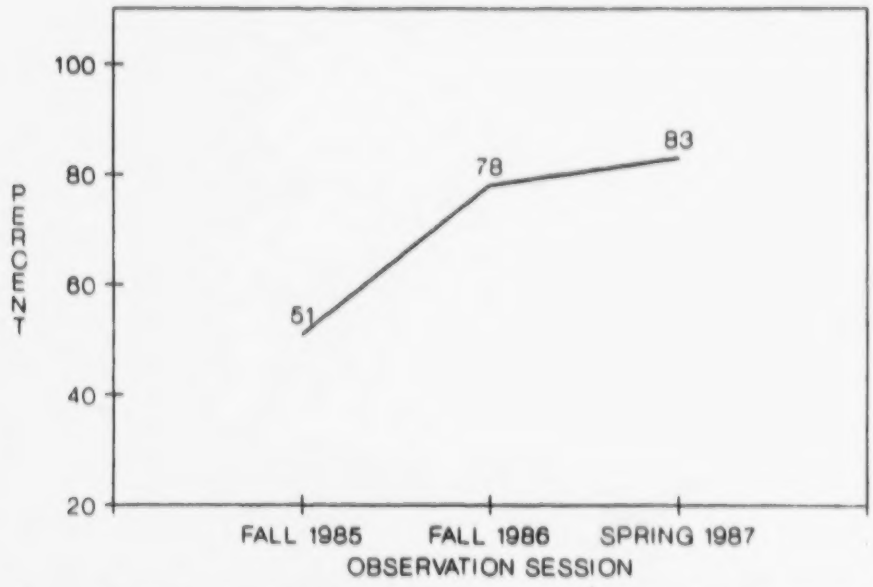


Figure 9. Percent of project school teachers implementing an identified set of reading and content area instructional activities.

Since the identified reading and content area classroom activities are crucial for implementing the Eastman Project balanced curriculum, the trends observed over time (across the three classroom observation sessions) are displayed in the following graphs for each of the identified classroom activities observed. Figures 10 to 20 reveal significant increases over time in teacher implementation of these classroom instructional activities.

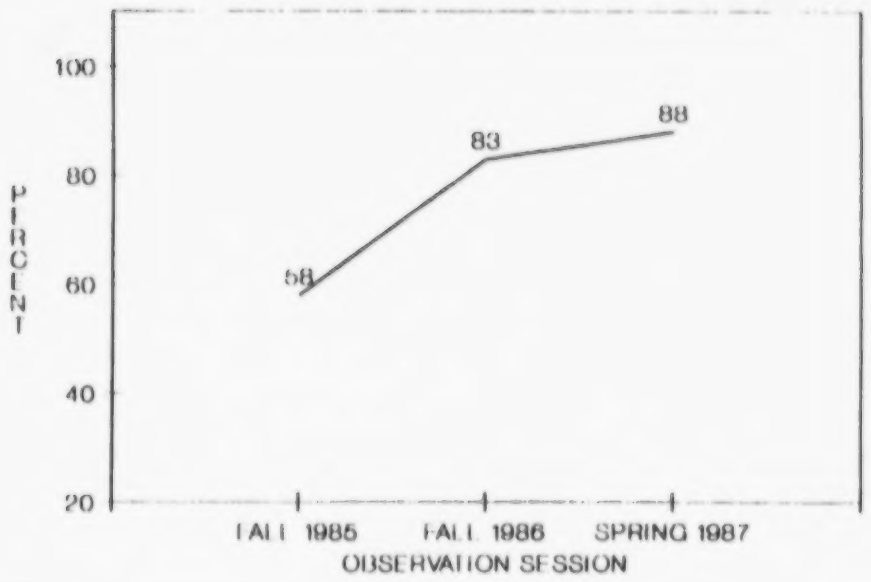


Figure 10. Percent of teahcers giving directed lessons.

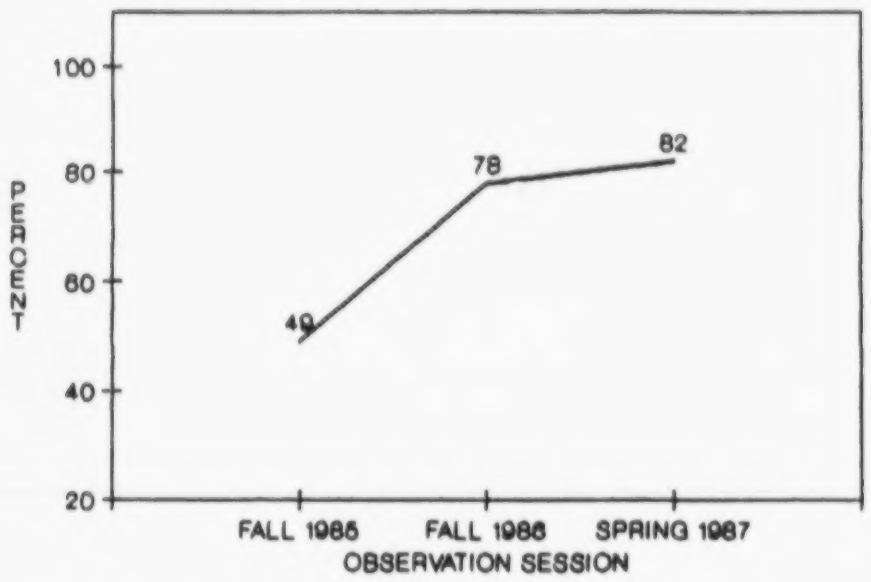


Figure 11. Percent of teachers clearly stating the lesson objective.

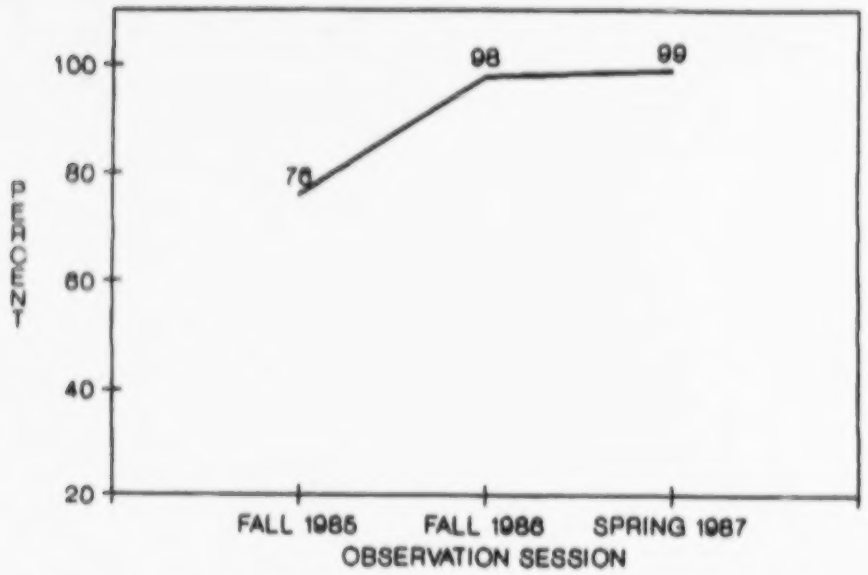


Figure 12. Percent of classrooms displaying a balanced, current attractive and functional environment.

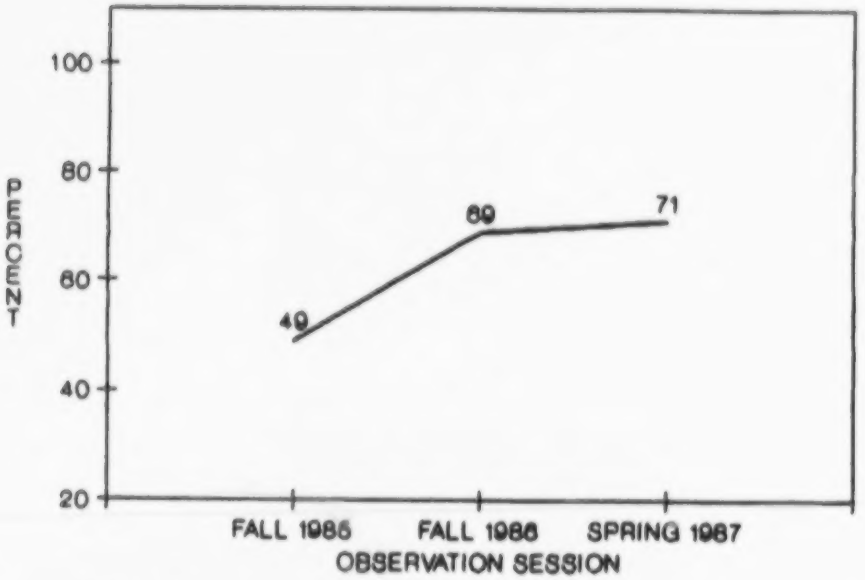


Figure 13. Percent of paraprofessionals providing appropriate assistance.

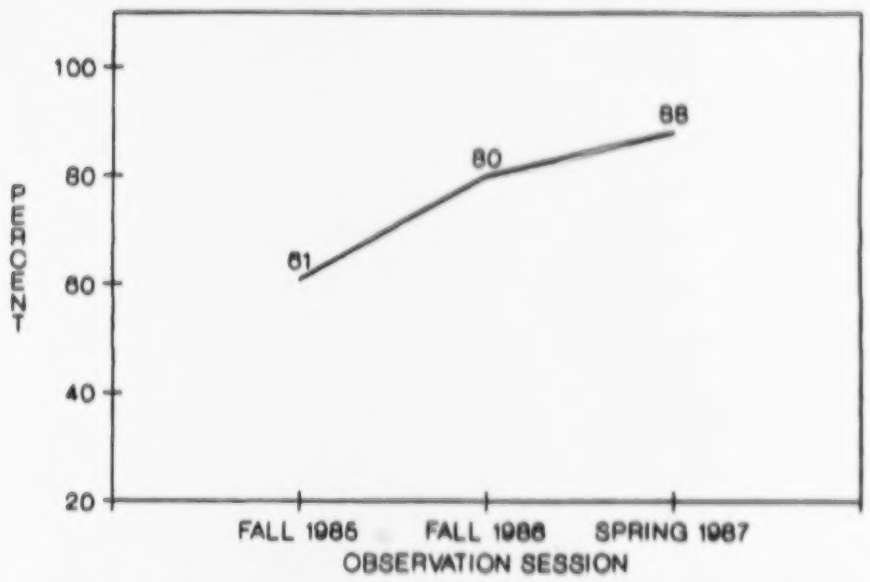


Figure 14. Percent of students properly grouped for instruction.

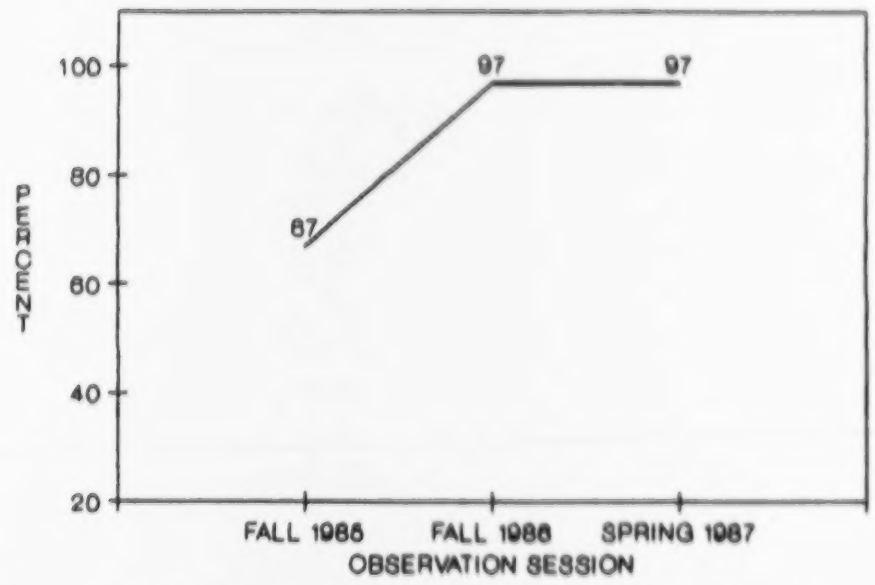


Figure 15. Percent of teachers consistently conducting instruction in the appropriate language: English, sheltered English, or Spanish.

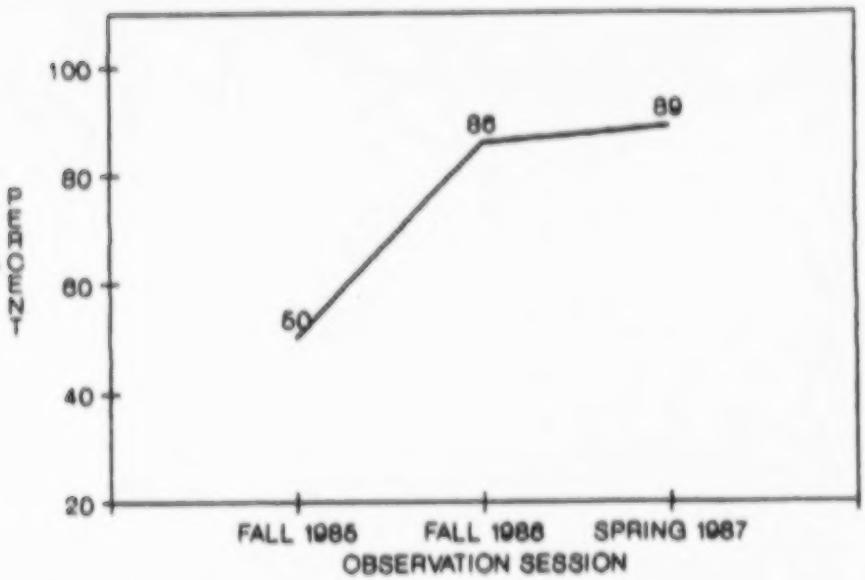


Figure 16. Percent of classrooms using sufficient and appropriate materials for motivation and concept development.

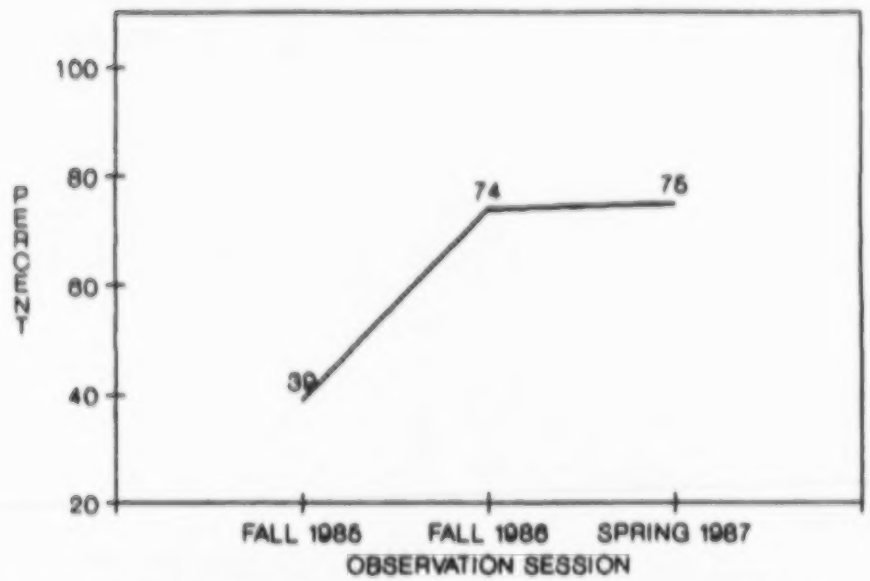


Figure 17. Percent of classrooms displaying appropriate supplemental materials.

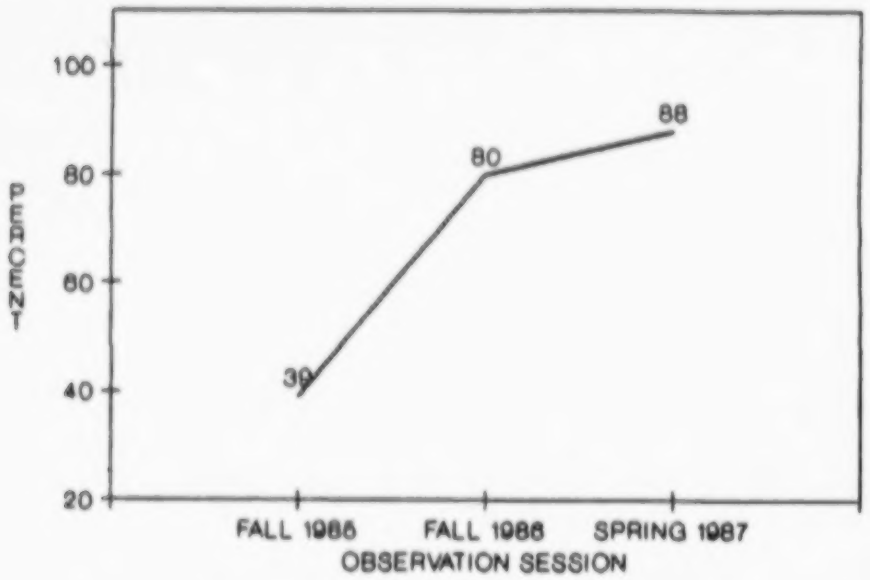


Figure 18. Percent of teachers displaying appropriate teaching techniques and methods.

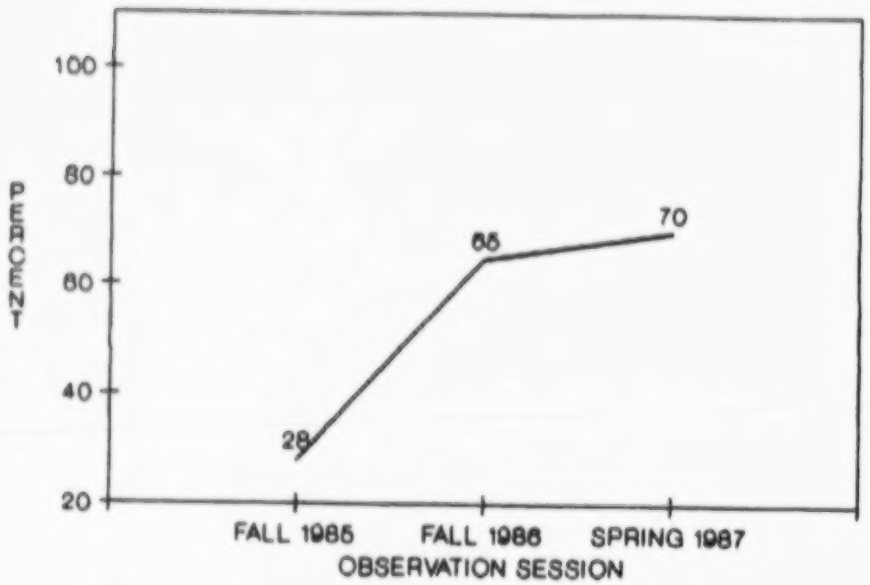


Figure 19. Percent of teachers using higher-level questioning to promote concept development.

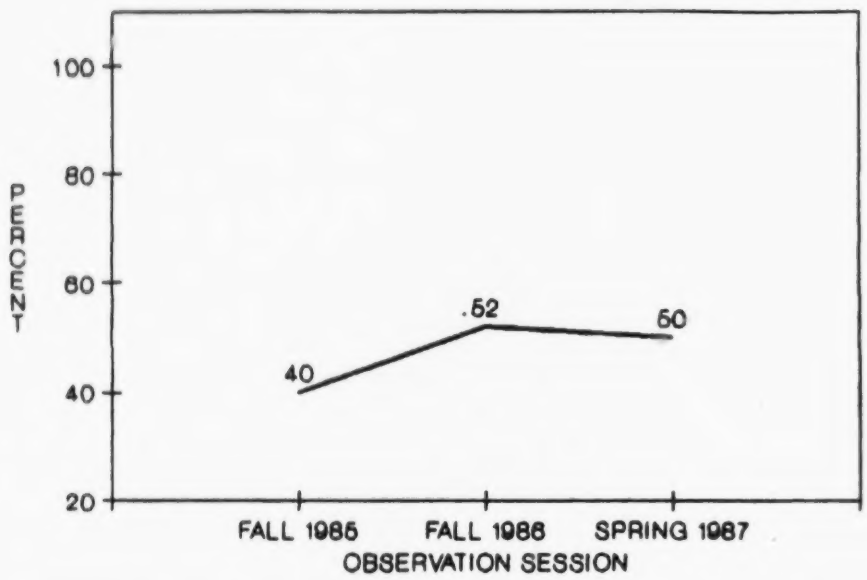


Figure 20. Percent of multicultrual activities observed in classrooms.

ESL/Oral Language Classroom Observations

ESL/Oral Language instructional activities were also observed twice during the 1986-87 school year; once in the 1986 fall semester and once in the 1987 spring semester. Seventy-seven ESL classroom lessons were observed in the 1986 fall semester session and 69 classroom lessons were observed in the 1987 spring semester.

ESL/Oral Language Instruction Findings. Data collected with the ESL/Oral Language Instructional Checklist indicated the following findings at the end of the 1986-87 school year. These results are based on the end of the 1987 spring semester observations (see Table A-19 and A-20 in Appendix A):

- Students were properly grouped by 73% of the teachers observed
- Appropriate writing skills were included in 94% of the ESL and English oral language lessons

- All the teachers observed used directed lessons in ESL/Oral language instruction
- 96% of the paraprofessionals provided appropriate assistance
- In 83% of the observations, teachers provided entire ESL/Oral Language instruction
- Teachers modeled English in 73% of the observations
- Sufficient ESL material was available in 97% of the classrooms
- Sufficient motivational materials were available in 73% of the classrooms
- Appropriate teaching techniques (simplified speech, comprehensive input, listening) were displayed by 81% of the teachers observed
- Teachers clarified and checked student comprehension in 81% of observations
- Teachers demonstrated listening and speaking skills in 89% of the classrooms observed
- Teacher-child and child-child interactions were observed in 55% of the classrooms

ESL/Oral Language Longitudinal Results

The significance of the ESL and English oral language instructional observations are best understood in a longitudinal context or "change over time" framework. The identified ESL and English oral language instructional activities play a critical part in the acquisition of English by LEP students.

Three ESL/oral language observation sessions have been conducted to date. The observation sessions were carried out in the 1985 fall semester, 1986 fall semester and 1987 spring semester. The 1985 fall semester observation data were part of the baseline information collected during the

pre-implementation training that took place during the 1985-86 school year. The data collected during the 1986-87 school year (fall 1986 and spring 1987) represent the ESL/Oral language activities that occurred at the project schools during the first-year of project implementation.

For the fall 1985 baseline data observations, 24 ESL/oral language lessons were observed. On the other hand, 74 ESL/Oral language lessons were observed in the fall 1986 session and 69 lessons were observed in the spring 1987 session. As the reader will note, there is a large discrepancy between the number of ESL/oral language lessons observed in the 1985-86 pre-implementation training year and the number of lessons observed during the first-year of project implementation (1986-87).

The larger the number of ESL/oral language lessons observed, the more representative are the observations of ESL/oral language instruction at the project schools. The results from the first-year (1986-87) implementation observations, therefore, are more reliable and indicative of ESL and English oral language instruction at the project schools than the pre-implementation baseline observations.

With that caution in mind, the longitudinal ESL/oral language observation results nevertheless show an overall increase over time in the percent of teachers observed implementing these ESL/oral language activities (Figure 21).

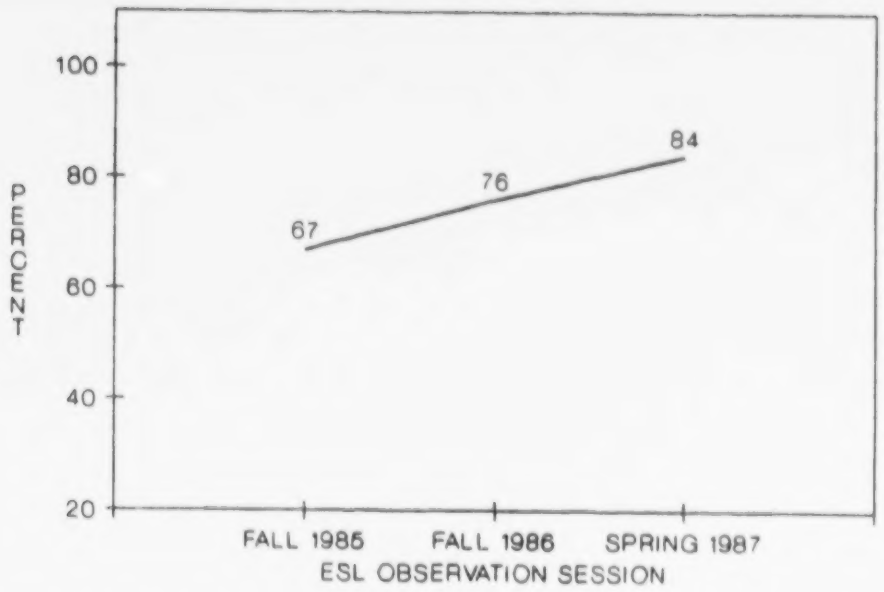


Figure 21. Percent of project school teachers implementing an identified set of language instructional activities.

Since the ESL/oral language activities are crucial for teaching English skills to LEP students, the trends observed over time (across the three ESL/oral language observation sessions) are displayed in the following graphs for each of the identified ESL/oral language instructional activities. Figures 22 to 33 reveal significant increases over time in the extent to which teachers have been implementing the ESL/oral language activities.

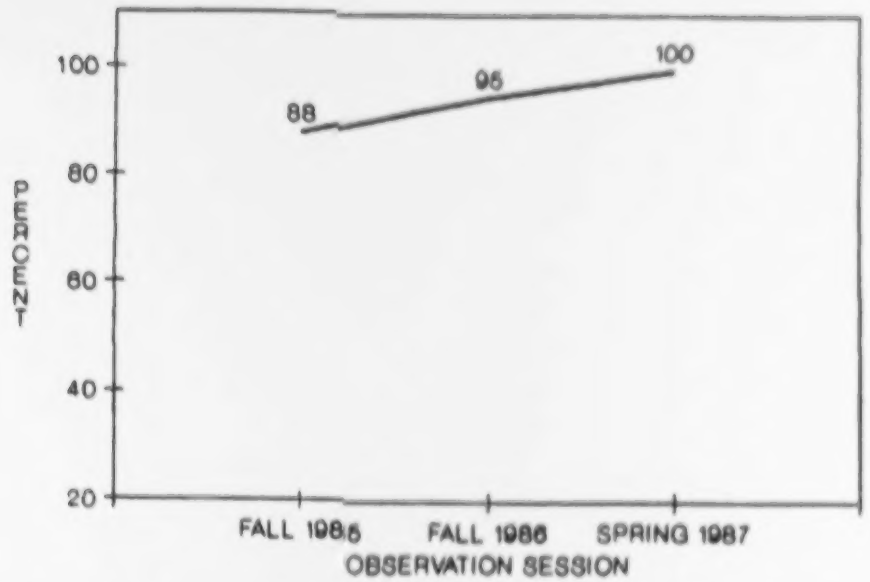


Figure 22. Percent of teachers providing directed lessons during ESL.

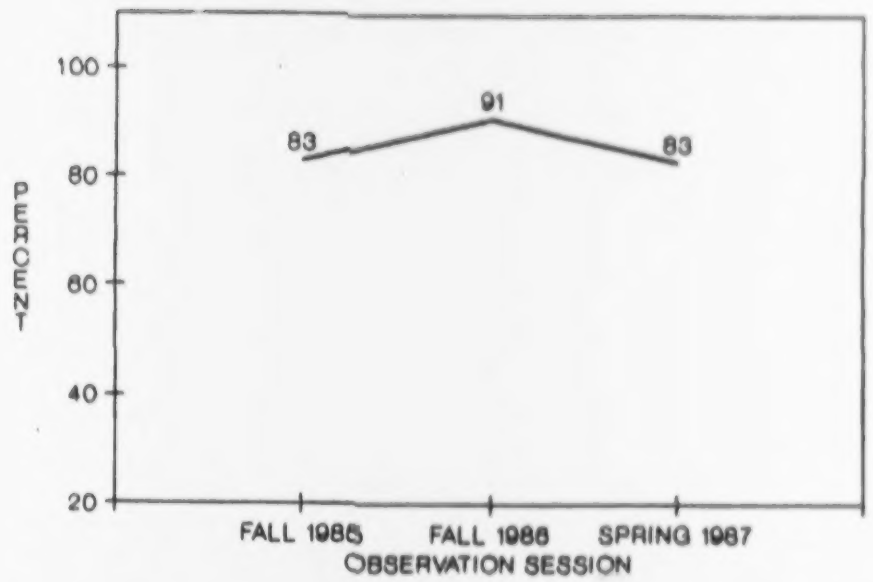


Figure 23. Percent of teachers providing the ESL instruction.

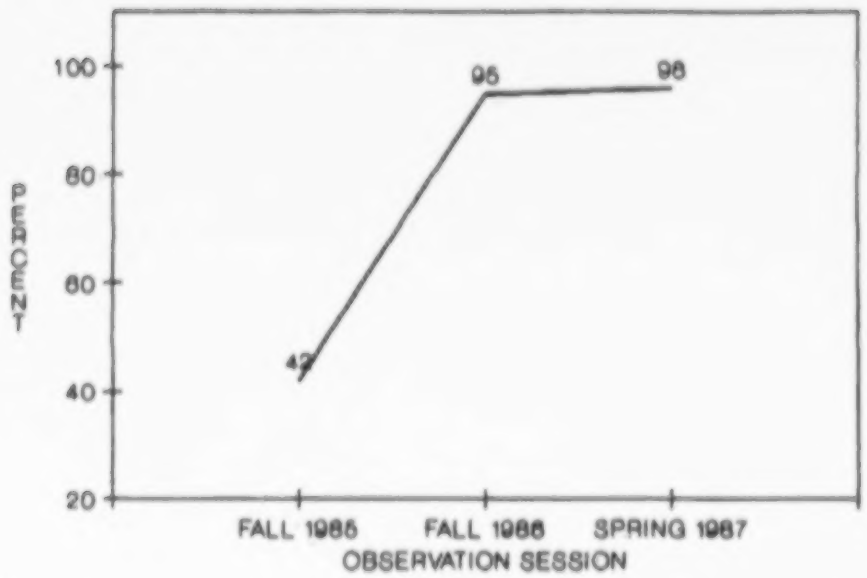


Figure 24. Percent of paraprofessionals providing appropriate assistance.

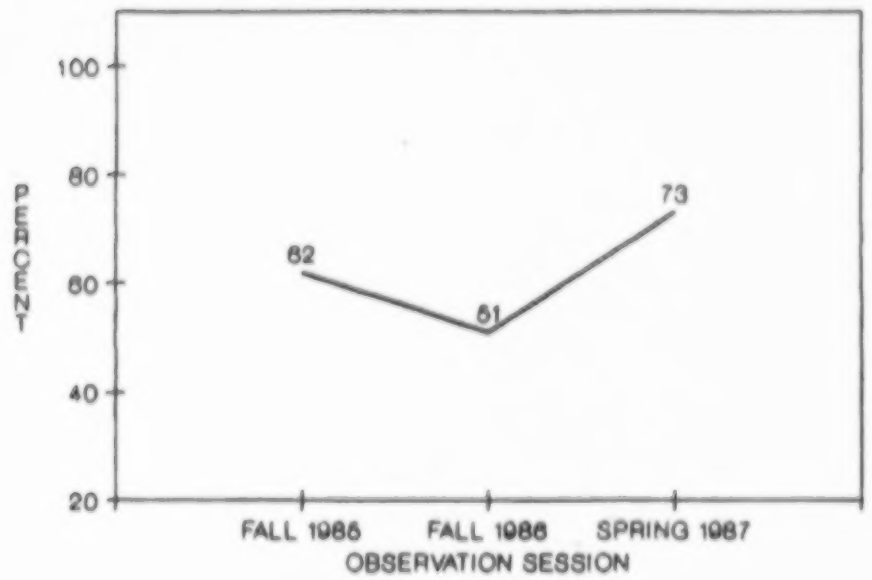


Figure 25. Percent of students properly grouped for ESL.

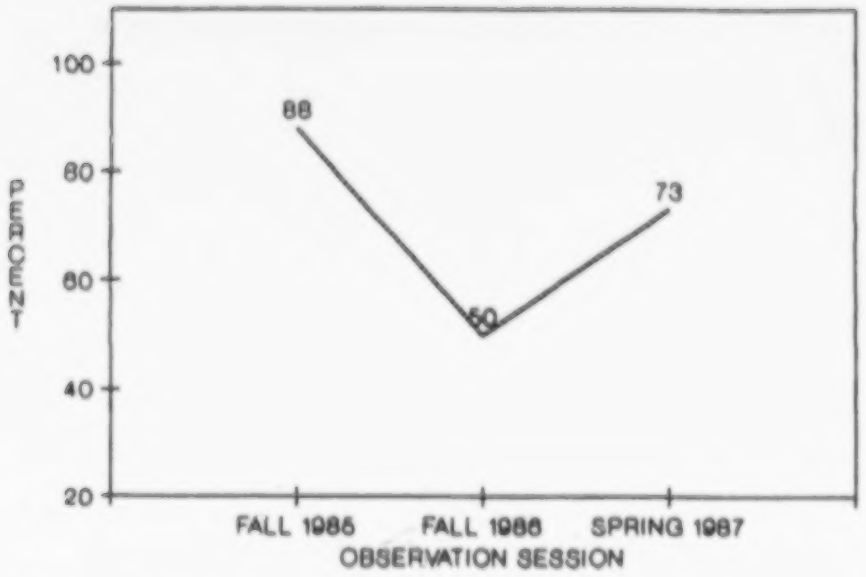


Figure 26. Percent of teachers modeling English examples during ESL.

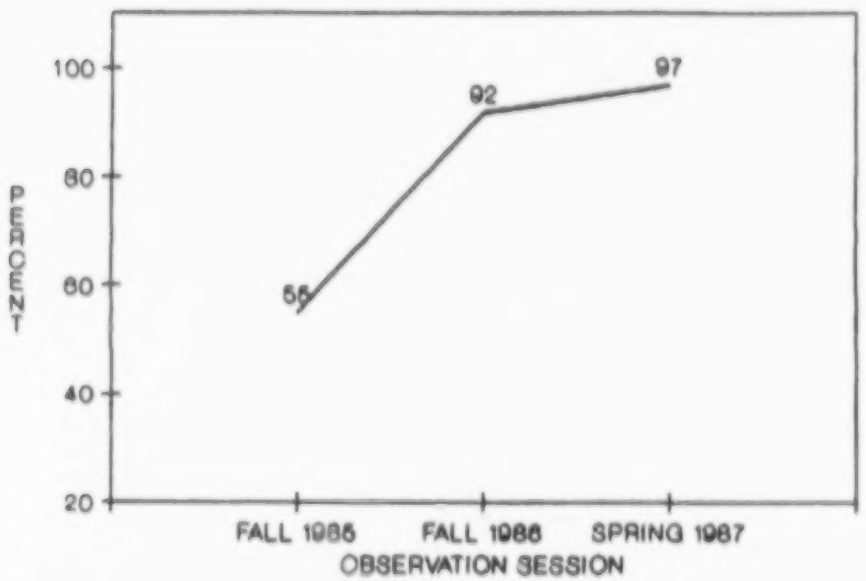


Figure 27. Percent of classrooms using sufficient and appropriate basic ESL materials.

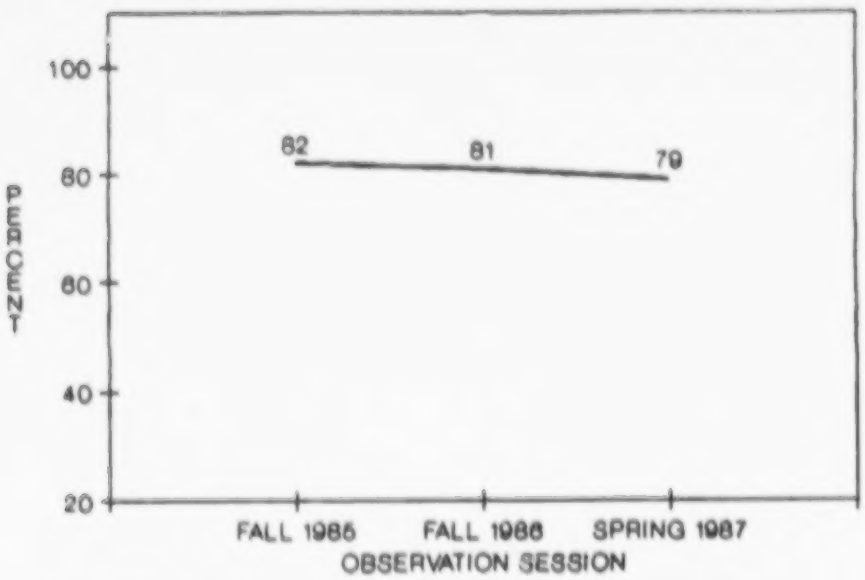


Figure 28. Percent of teachers providing appropriate motivational materials and audio-visual materials.

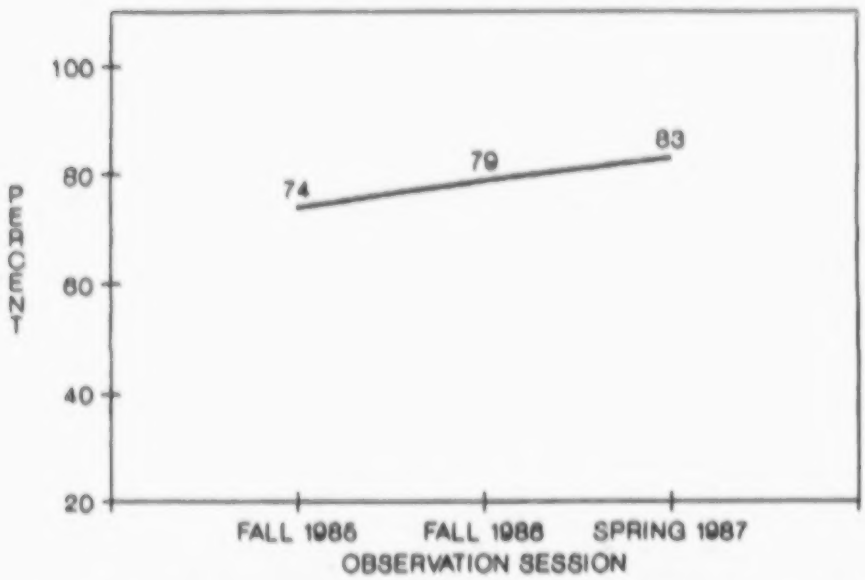


Figure 29. Percent of teachers using appropriate teaching techniques and methods during ESL: simplified speech, comprehensive input, low affective filter, listening.

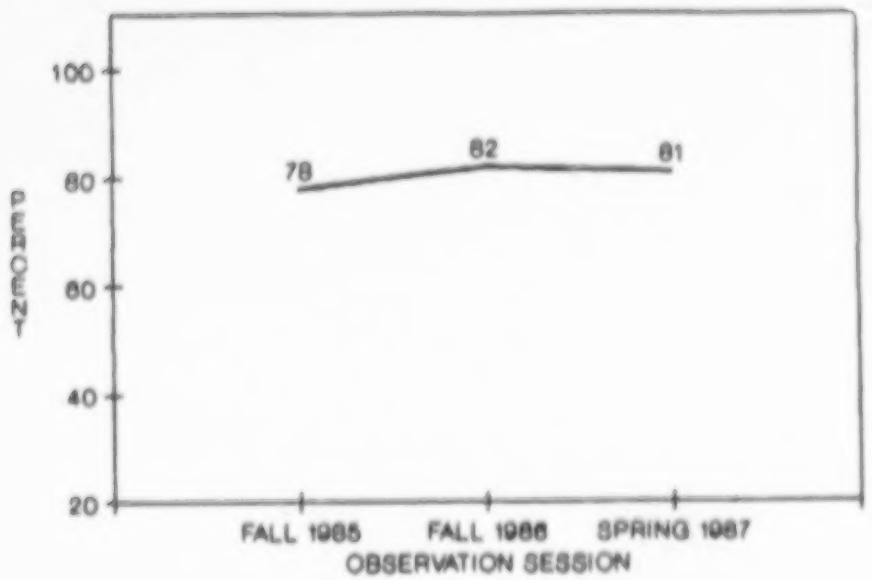


Figure 30. Percent of teachers clarifying and checking student comprehension during ESL.

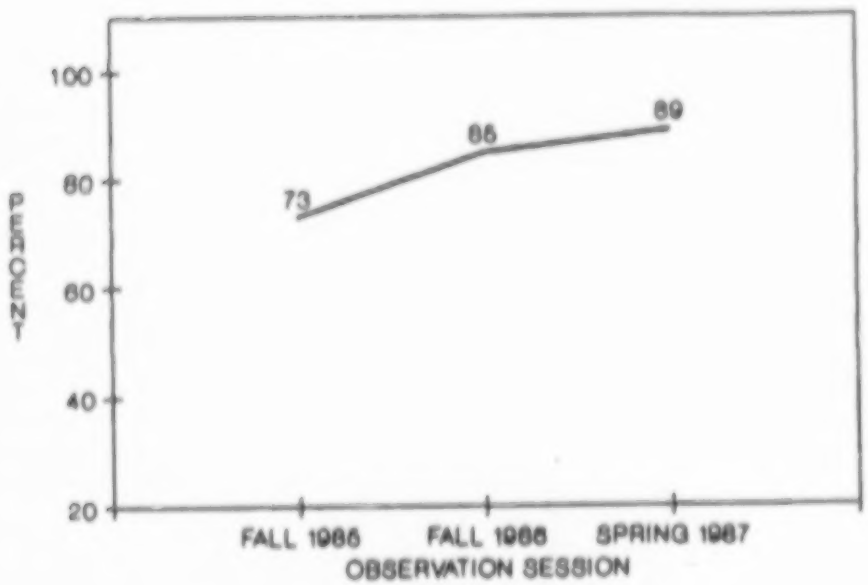


Figure 31. Percent of teachers displaying appropriate listening and speaking skills during ESL.

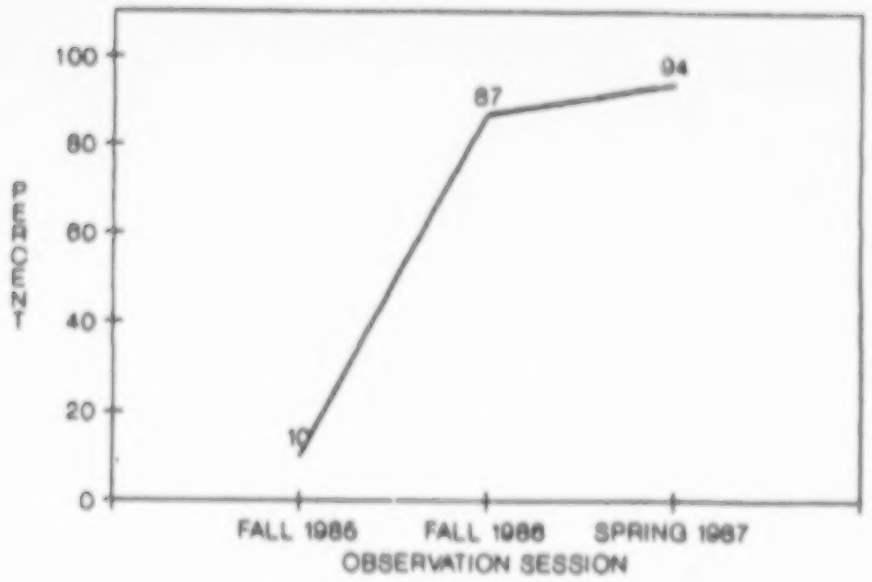


Figure 32. Percent of teachers providing appropriate writing skills during ESL.

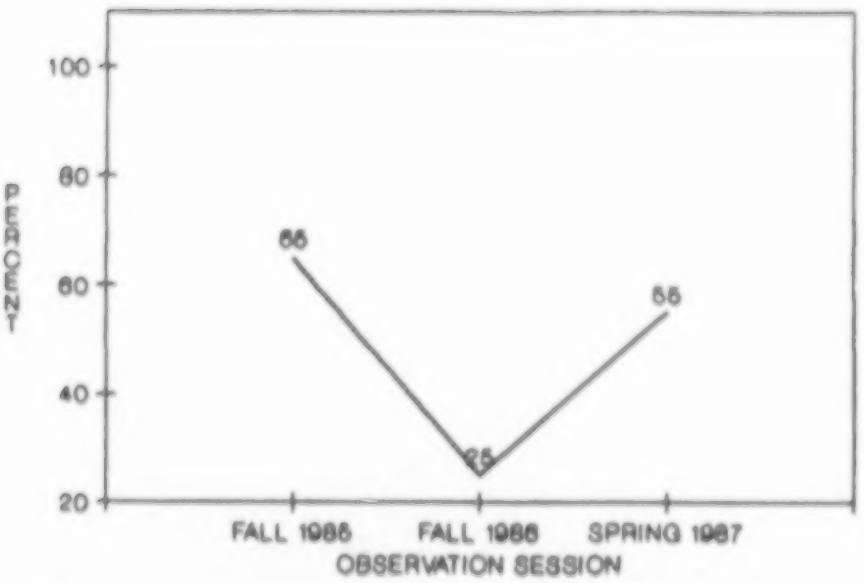


Figure 33. Amount of teacher-child and child-child interaction observed during ESL.

Language of Instruction Survey

Survey Background

In an effort to identify and monitor the bilingual programs at the comparison schools, the Language of Instruction Survey was completed by teachers at the five comparison schools. The purpose of the survey was to determine the type of instruction received by a group of randomly selected LEP students from the comparison schools. The daily/weekly minutes of instruction in each subject were provided for each LEP student. The language used for instruction in each subject was also provided by the teachers. The survey was completed by teachers at the following grade levels:

Grade	N
Kindergarten	43
First Grade	53
Second Grade	39
Third Grade	40
Fourth Grade	32
Fifth Grade	25
Sixth Grade	15
TOTAL	247

The teachers also rated the English proficiency of the selected LEP students. The English fluency was as follows (eight LEP students received no English proficiency rating from their teachers):

English Proficiency	N	Percent
Non-English	20	8%
Very limited-English	37	15%
Limited English	119	50%
Fluent English	49	21%
Very fluent English	14	6%
TOTAL	239	100%

Thus, 73% of the randomly selected LEP students were rated by their teachers(s) as non, very, or limited-English proficient. The other 27% of the selected LEP students were rated as fluent or very fluent in English proficiency.

Languages Used for Instruction. As Figure 34 illustrates, the overall LEP student population at the comparison schools received, on the average, 29% of their instruction in a combination of English and Spanish. In other words, about a third of the instruction received by LEP students involved concurrent translation. Concurrent instruction does not occur at the project schools because of the separation of languages.

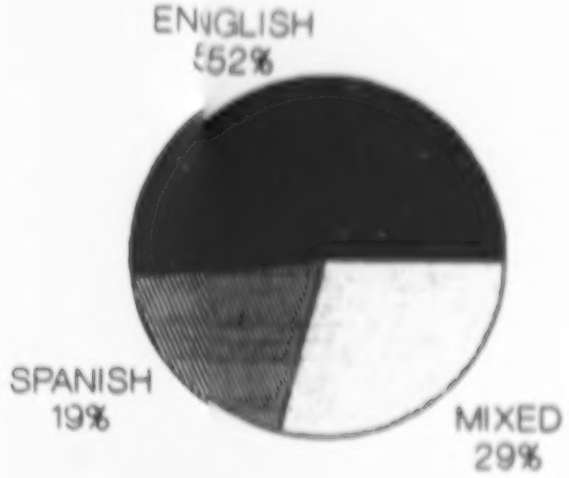


Figure 34. Language used for instructing limited-English proficient (LEP) students at the comparison schools.

The amount of concurrent instruction (33%) at the project schools before project implementation (Figure 14) is almost identical to the amount of concurrent instruction (29%) at the comparison schools. As mentioned, the project schools are "ex-comparison" schools now in the process of implementing the Eastman curriculum design.

The extent to which concurrent instruction occurs at the comparison schools varies by subject. Figure 35 shows that concurrent instruction occurred mostly in mathematics (46%) and science/social studies (49%). Spanish as the language of instruction occurred mainly in reading (48%). English, on the other hand, is used most often in providing ESL and oral language instruction (75%), and art, music and physical education (76%).

Figure 36 provides an overall picture of the languages used for instruction in each grade. As expected, most Spanish instruction is provided in the primary grades (K-2), varying between 27% to 37% of total instruction, and decreasing significantly in the upper grades. English as the language of instruction increases in the upper grades (3-6), ranging between 54% to 66%. Concurrent instruction occurs steadily throughout all grades, ranging between 20% to 43% of total instruction.

Weekly Minutes of Instruction. Table 8 provides the average weekly minutes of instruction received by the LEP students at the comparison schools in each subject. Their instructional time is compared to the weekly minutes of instruction received by LEP students at the project schools. Students at the project schools receive the same instructional time for each subject regardless of language proficiency status.

The weekly minutes of instruction received by the project and comparison school LEP students is compared with the overall district totals

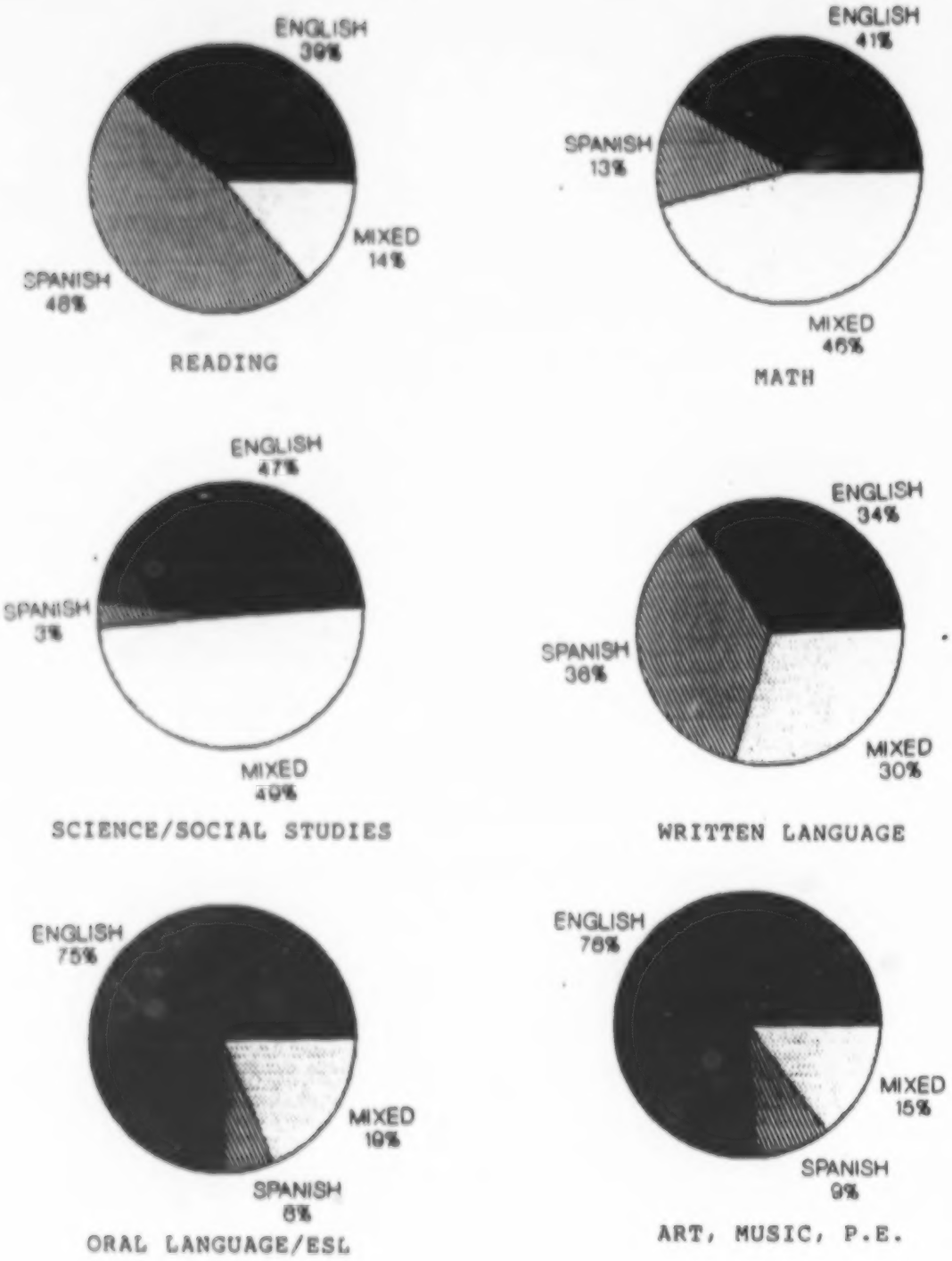


Figure 35. Languages used across subject areas for instructing limited-English proficient (LEP) students at the comparison schools.

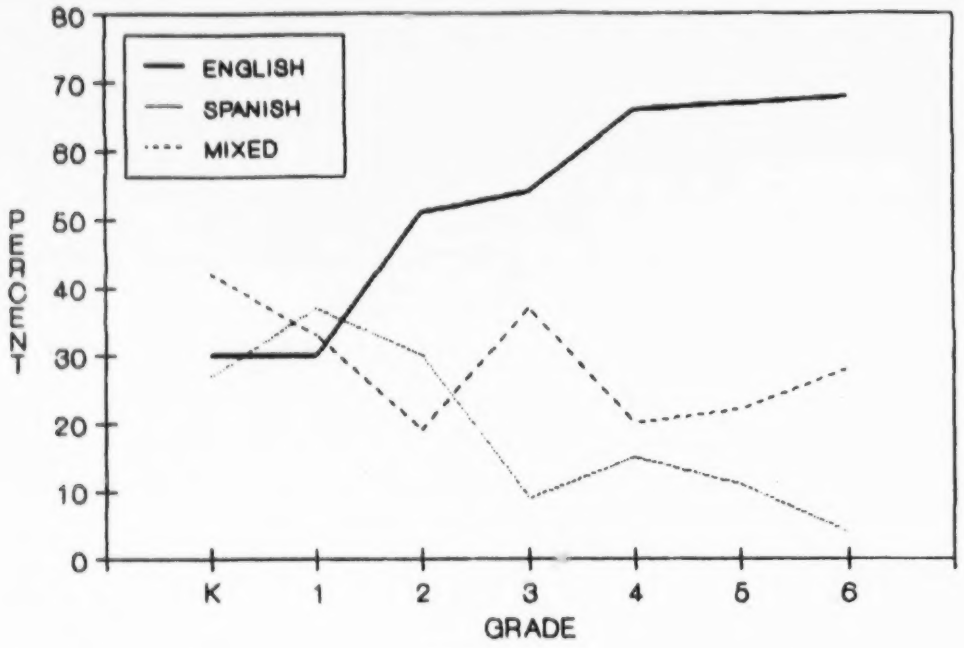


Figure 36. Languages used across grades for instructing limited-English proficient (LEP) students at the comparison schools.

in each subject. The district's weekly minutes of instruction is based on the 1985-86 district's Annual School Program Survey. The following results were obtained (Table 8):

- Both the project schools and comparison schools provided significantly more minutes in ESL and oral language instruction per week, 196 and 209 minutes, respectively, than the district average (125)
- The comparison schools generally allowed significantly less minutes per week (175) for art/music/physical education when compared to the district (253) and project school (234) averages
- The comparison schools reported a greater weekly time-block of minutes for written language (215) than the project schools (179) and district average (186)
- Project schools provided more weekly minutes in science and social studies (262) than the comparison schools (230) (district average is 316)

Table 8

Weekly Instructional Minutes by Grade for Project and Comparison Schools By Subject and Grade

Project Schools

	Reading	Math	SS/Science	Wrt. Lang	Oral Lang	Art/Music/P.E.
K	300	200	160	-	125	140
1	325	200	250	200	250	250
2	325	200	275	200	250	250
3	325	200	275	200	225	250
4	325	200	275	200	225	250
5	325	225	300	225	150	250
6	325	225	300	225	150	250
TOTAL	321	214	262	179	196	234

Comparison Schools

	Reading	Math	SS/Science	Wrt. Lang	Oral Lang	Art/Music/P.E.
K	256	115	90	104	292	163
1	313	212	223	184	192	210
2	356	208	220	256	213	201
3	354	209	260	203	244	131
4	394	241	252	270	180	199
5	366	232	274	254	179	163
6	310	163	288	233	162	156
TOTAL	336	211	230	215	209	175
DISTRICT TOTAL	312	219	316	186	125	253

Note. District totals are based on combined weekly minutes for grades K-6 from 1985-86 Los Angeles Unified School District Annual School Survey.

CHAPTER III

Outcome Evaluation Findings

CTBS Results

This analysis of CTBS results compares the fall 1986 reading and mathematic scores of the project schools with the reading and mathematic scores of the comparison schools. It also compares both project and comparison school scores with district and region norms. The test score comparisons were subjected to three levels of analyses.

First, the project school test scores were combined. This resulted in a composite or overall project school reading score and a composite project school math score. These composite reading and mathematic scores were then compared with the overall or composite comparison school mathematic and reading scores.

The second level of analysis was a longitudinal assessment (time-series analysis) of student achievement data. This allowed a trend analysis of project and comparison school test scores prior to implementation of the Eastman Project. The reading and mathematic scores of the project schools were reviewed when these schools were still functioning as "comparison schools".

The third level of analysis consisted of a school by school analysis of test scores. This included comparing project and comparison schools from the same region to measure any regional differences among the project and comparison schools. See Tables A-15 and A-16 in Appendix A for comparison of test scores by school.

Since the CTBS was administered in the beginning of the 1986-87 school year (October 1986), it does not reflect academic gains or program effects resulting from the Eastman Project implementation during the 1986-87 school

year. Previously, the test was administered near the end of the school year in May. As such, the fall 1986 reading and mathematic scores best serve as additional baseline (pre-implementation) data for measuring future project effects on academic growth or change. Any differences between project and comparison school scores on the fall 1986 test scores, therefore, reflect academic differences prior to implementation of the Eastman Project curriculum design.

It should be noted that the fall 1986 testing period also marked the first time all grade levels were tested. The previous two years only fourth-grade students were tested. The fall 1986 results thus constitute baseline or pre-implementation data for all grades.

Composite Fall 1986 CTBS Results

CTBS/U Scores. As Figures 37 and 38 illustrate, primary-grade students (grades 1-3) at the comparison schools generally outperformed their primary-grade counterparts in reading and mathematics. On the other hand, upper-grade students (4-6) at the project schools attained generally higher reading and mathematic scores than their comparison school peers.

CTBS-Espanol Scores. The CTBS-Espanol results parallel the CTBS/U findings. As was the case with the CTBS/U test, primary-grade (1-3) students at the comparison schools generally outperformed their project school peers, while upper-grade (4-6) students at the project schools tested higher overall than their comparison school classmates (Figures 39 and 40).

Longitudinal Assessment of CTBS Achievement Data

Since the fall 1986 testing date marked the first year students at all grade levels were tested, it cannot be determined precisely whether primary-

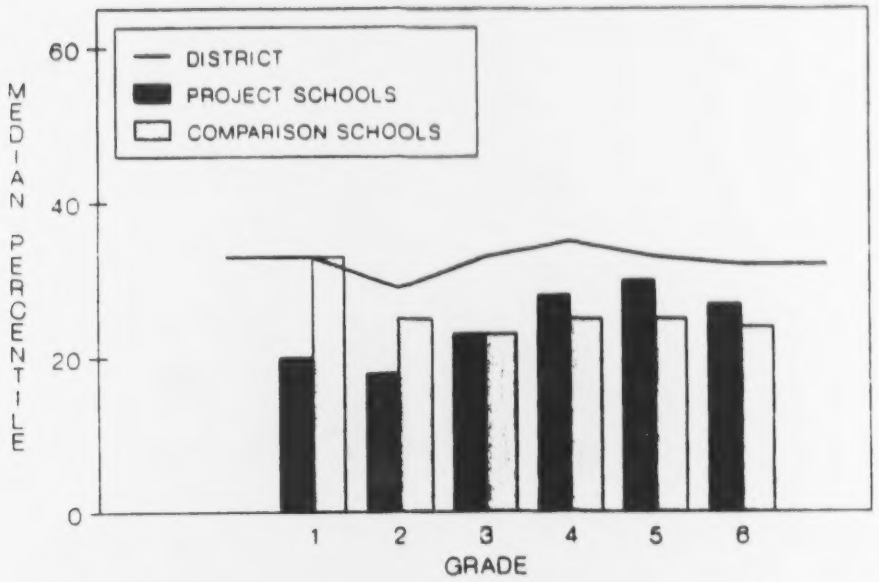


Figure 37. Project school and comparison school fall 1986 CTBS/U reading scores.

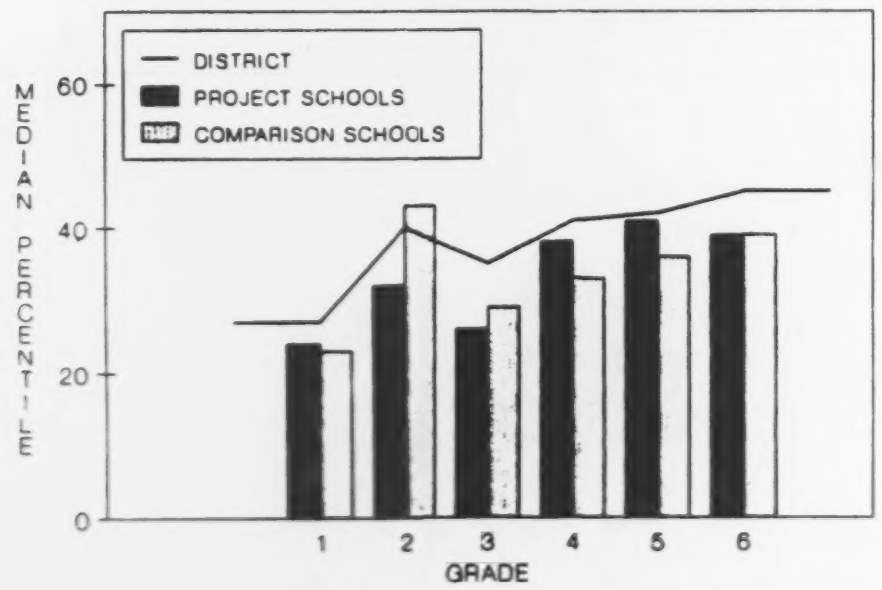


Figure 38. Project schools and comparison school fall 1986 CTBS/U mathematic scores.

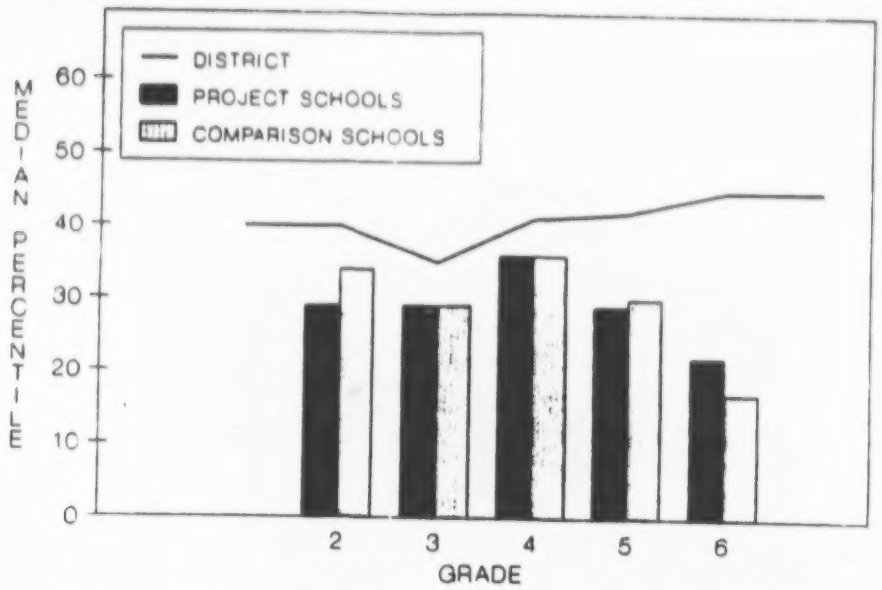


Figure 39. Project school and comparison school fall 1986 CTBS-Espanol reading scores. CTBS-Espanol scores converted to CTBS/U equivalent scores and compared with district CTBS/U norms.

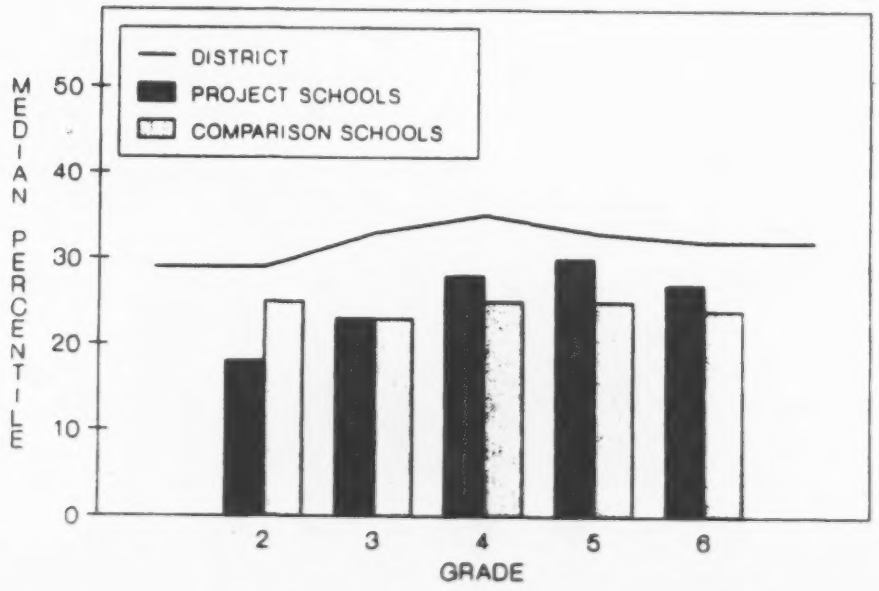


Figure 40. Project schools and comparison schools fall 1986 CTBS-Espanol mathematic scores. CTBS-Espanol scores were converted to CTBS/U equivalent scores and compared with district CTBS/U norms.

grade students at the comparison schools and upper-grade students at the project schools have had a history of outperforming their respective primary- and upper-grade counterparts. Any current differences in test scores among project and comparison school students is important for analyzing the overall effectiveness of the Eastman Project implementation.

In order to accurately measure the "true impact" of any program, (in this case, the Eastman Project curriculum design), the schools being compared should ideally begin evenly matched on academic achievement. That way, any future differences in test scores are easier to interpret. As we have seen, however, the project schools and comparison schools do not begin evenly matched on test scores at the time of the Eastman Project implementation. This uneven match is particularly evident among primary- and upper-grade test scores, as noted.

Longitudinal Composite CTBS Results

CTBS/U Score. The upper-grade test results parallel a recent trend in test scores among project and comparison school students. An examination of 1983-84, 1984-85 and 1985-86 CTBS/U fourth-grade reading and mathematic scores indicate that upper-grade students at project schools have generally been outperforming their comparison school upper-grade peers (Figures 41 and 42).

CTBS-Espanol Scores. A review of CTBS-Espanol scores also shows that upper-grade students at the project schools have been outperforming the comparison school upper-grade students in both mathematics and reading (Appendix B). The CTBS-Espanol scores also reveal that primary-grade students at the project schools had been outscoring the primary-grade students at the comparison schools in mathematics and reading. As we have

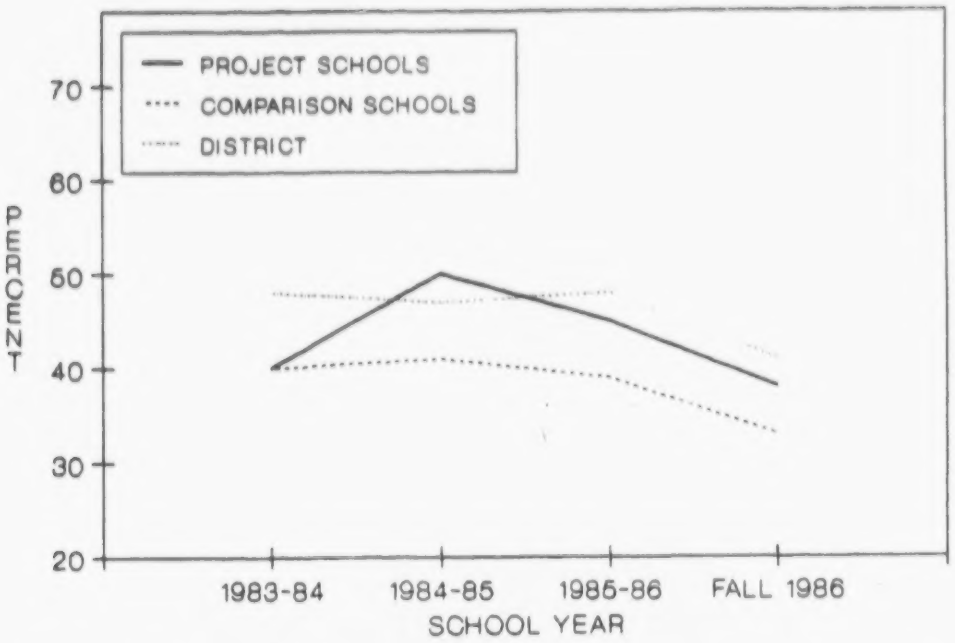


Figure 41. CTBS/U fourth-grade project and comparison school reading scores, 1983-86.

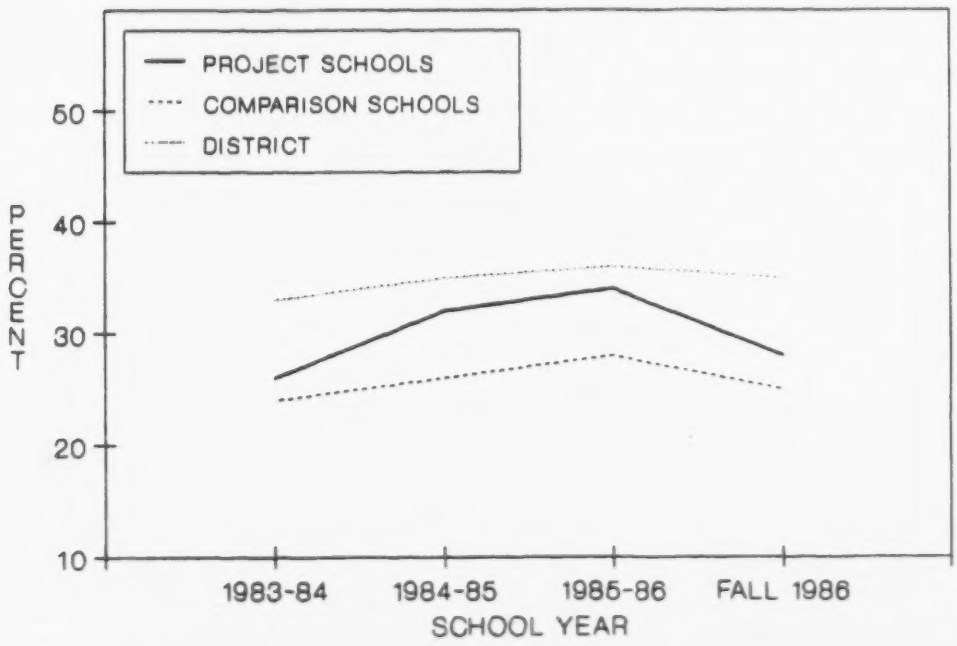


Figure 42. CTBS/U fourth-grade project and comparison school mathematic scores, 1983-86.

seen this trend was reversed in the fall 1986 test scores, with comparison school primary- grade students now attaining slightly higher reading and mathematics scores than project school primary-grade students.

Transitioning LEP Students into English Instruction and Reclassifying LEP Students as Fluent English Proficient (FEP)

One of the major goals of the Eastman Project is to successfully transition limited-English proficient students into mainstream English instruction at or near grade level. The process of transitioning LEP students into mainstream English instruction culminates eventually in the reclassification of their English proficiency status. That is, once LEP students are transitioned into English instruction, they are eventually reclassified as fluent-English proficient (reclassified FEP) based on successful academic achievement. Chart 4 illustrates the transition and reclassification process.

As mentioned in Chapter One, one of the evaluation issues is to determine the effectiveness of the Eastman Project in transitioning LEP students into English instruction, and assisting them to attain the necessary English skills to be reclassified as FEP students. The means of assessing the effectiveness of transitioning LEP students into English instruction is by analyzing the achievement levels of students after they have been reclassified as fluent-English proficient.

More specifically, the achievement levels of reclassified FEP students are compared to the achievement levels of English-speaking students. English-speaking students are composed of two groups: English-only (EO) students and initially-identified fluent-English proficient (initial FEP) students. English-only students are students whose home language is English.

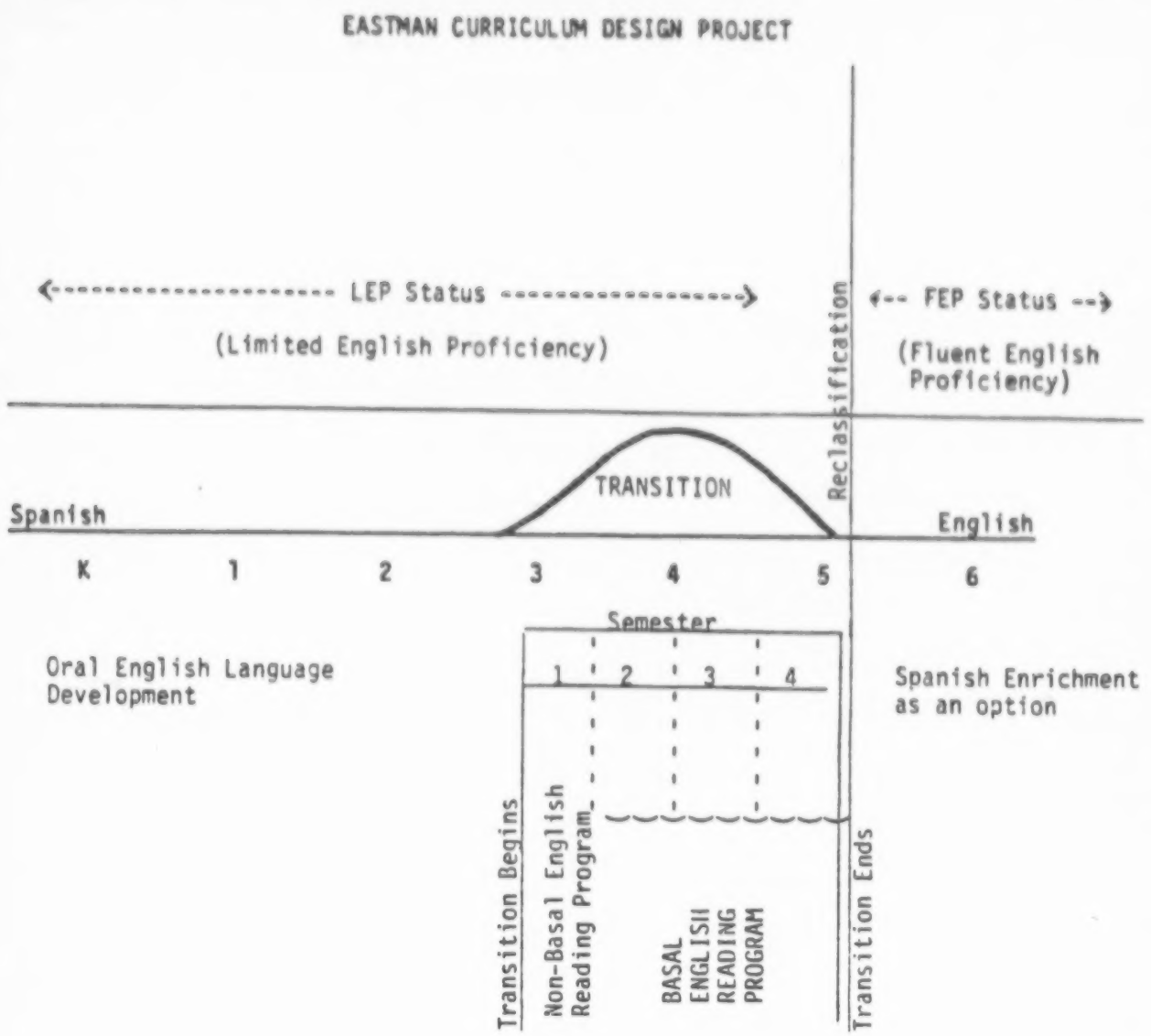


Chart 4. The Eastman Curriculum Design Project expects "reclassified" students to function at or near grade level in an English language program, exclusive of primary language support or primary language development.

Initial FEP students have a home language other than English (in this case Spanish) but their dominant language is English. They receive their instruction in English.

Reclassified FEP Student CTBS/U Scores. Figures 43 and 44 show that reclassified FEP students at the project schools generally attained higher reading and mathematic scores than reclassified FEP students from the comparison schools and reclassified FEP students districtwide. Reclassified FEP students from the project schools also scored above the English-only district norm in mathematics.

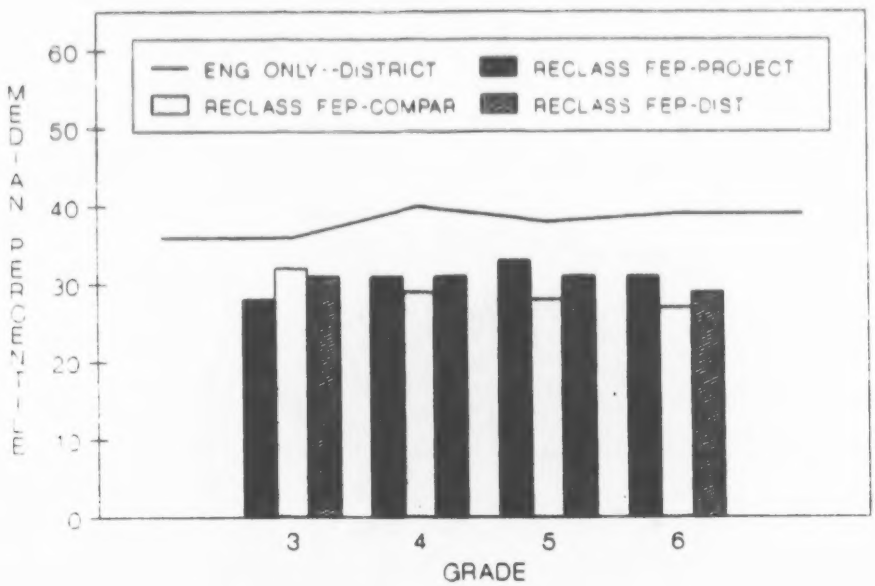


Figure 43. Fall 1986 CTBS/U reading scores for reclassified fluent-English proficient (reclassified FEP) students.

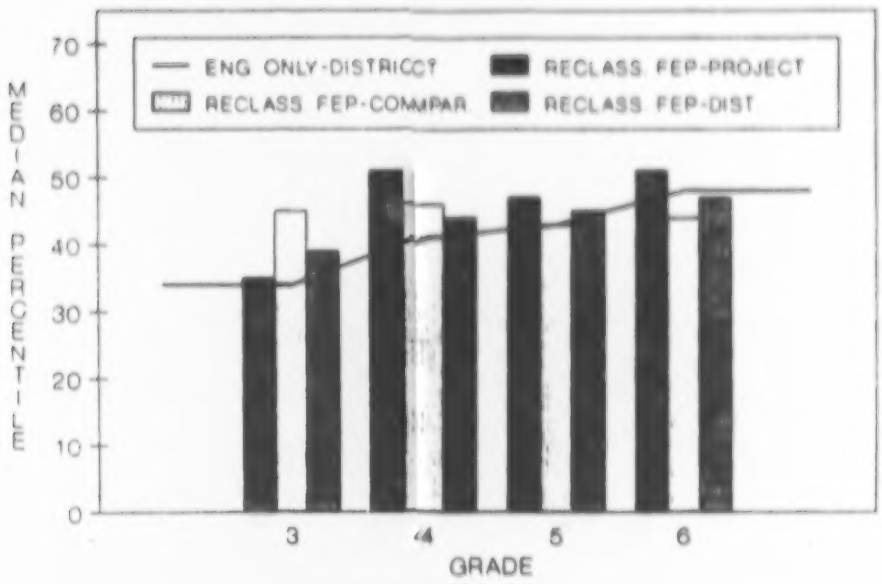


Figure 44. Fall 1986 CTBS/'U mathematic scores for reclassified fluent-English proficient (reclassfied FEP) students.

California Assessmemt Program (CAP) Scores

The analysis of CAP scores parallels the analysis of CTBS scores discussed earlier. Unlike the CTBS where all grades were tested, the CAP tested only students in the third-and sixth-grades. Overall, the CTBS represents a more accurate picture of achievement scores, since all students were tested.

The CAP test results parallel the CTBS results previously reported. The CAP scores were also subjected to the three levels of analyses used to assess CTBS scores. First, the overall composite project school, comparison school and district CAP scores were compared. Second, project schools, comparison schools and district CAP scores were analyzed longitudinally. Third, a school-by-school analysis of CAP scores was provided.

1987 CAP Results

Composite Project and Comparison School CAP Scores. Figures 45 to 47 show that third-grade students from the comparison schools scored higher in math and reading than their project school peers. Project school third graders had higher writing scores than the comparison school third graders.

Figures 48 to 50 reveal that sixth-grade students from the project schools attained higher reading, writing and math scores than their comparison school counterparts.

The pattern observed when discussing CTBS results was also noted in the CAP score results. Primary-grade students (grades 1-3) from the comparison schools attained higher achievement levels than primary-grade students from the project schools. On the other hand, upper-grade students (grades 4-6) from the project schools had higher academic levels than upper-grade students from the comparison schools.

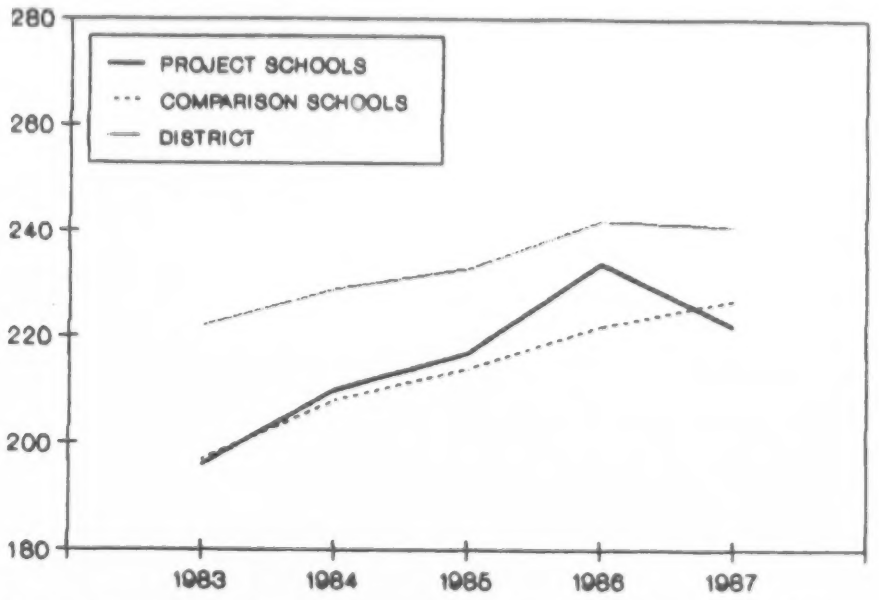


Figure 45. Project and comparison school third-grade CAP reading scores, 1983-87.

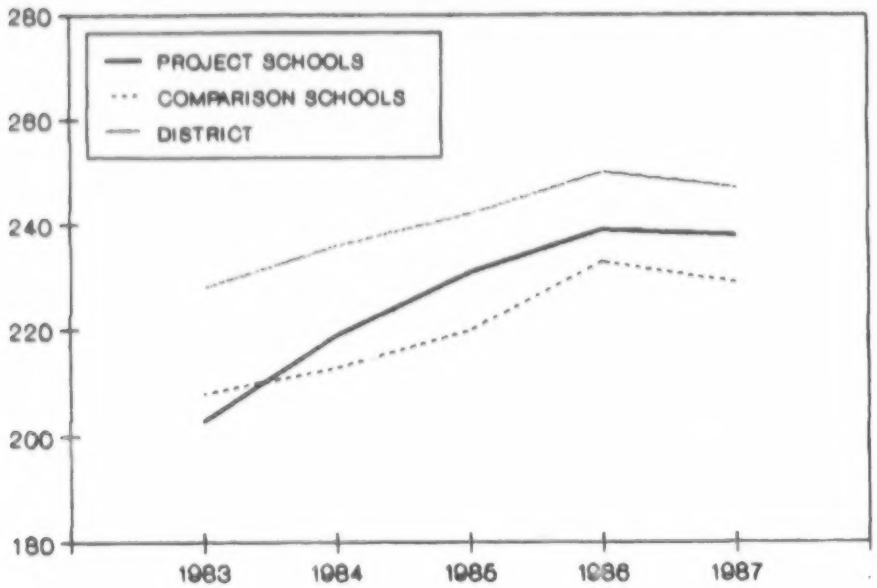


Figure 46. Project and comparison school third-grade CAP writing scores, 1983-87.

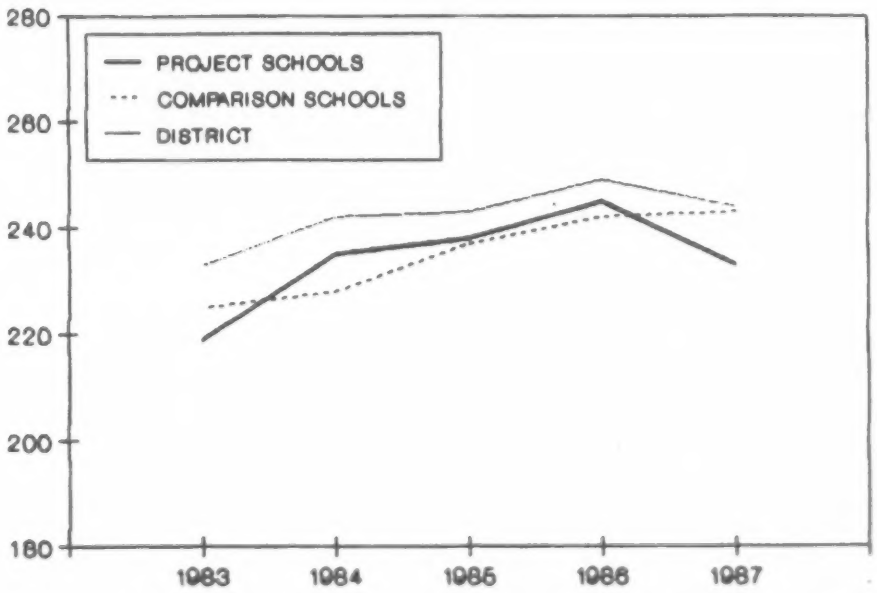


Figure 47. Project and comparison school third-grade CAP math scores, 1983-87.

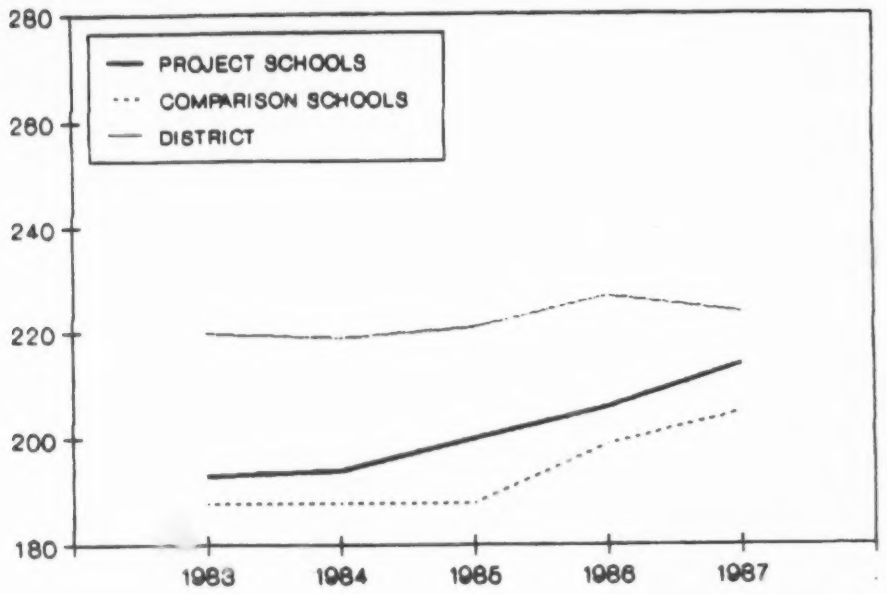


Figure 48. Project and comparison school sixth-grade CAP reading scores, 1983-87.

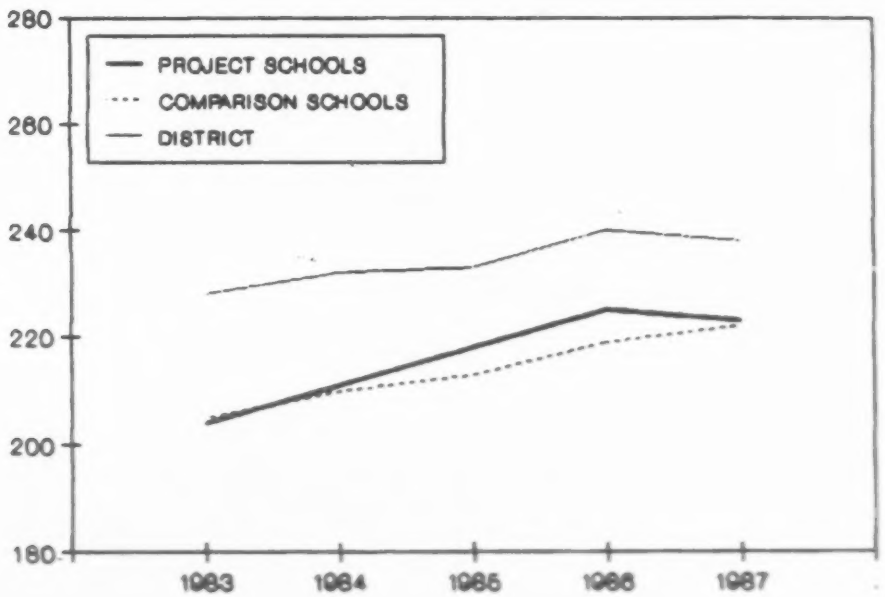


Figure 49. Project and comparison school sixth-grade CAP writing scores, 1983-87.

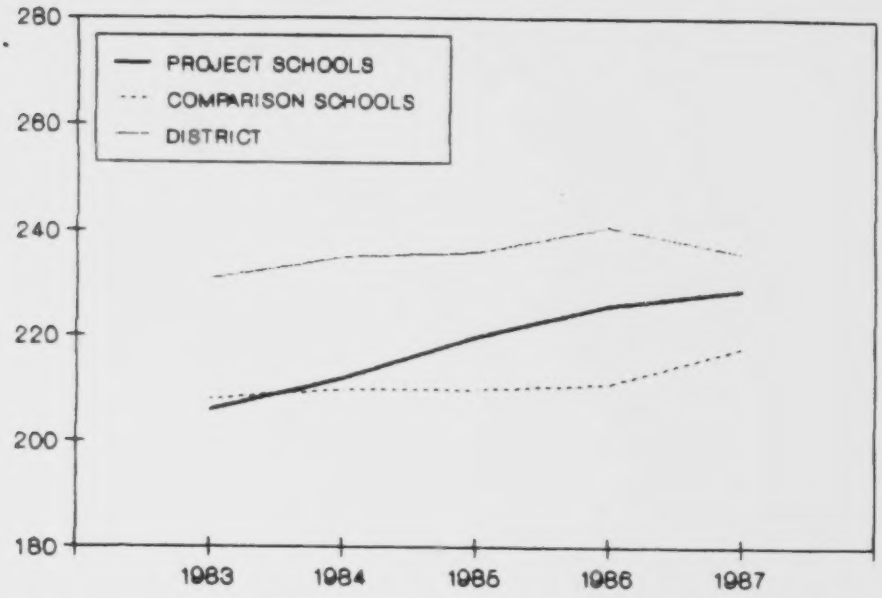


Figure 50. Project and comparison school sixth-grade CAP mathematic scores, 1983-87.

Summary of CTBS and CAP Results

A similar pattern was observed in both CTBS and CAP results. Primary grade students at the comparison schools scored slightly higher than their project school peers. Upper grade students at the project schools outscored their comparison school counterparts.

As previously mentioned, the CTBS results reflect school achievement level at the beginning (October 1986) of the 1986-87 school year. The CAP scores, on the other hand, represent school academic standings in April 1987, at the end of the 1986-87 school year. This means that differences in achievement levels that existed between the project school and comparison school students at the beginning of the Eastman Project's first-year of implementation (1986-87) still existed at the end of the project's first-year.

Primary-grade students at the comparison schools began and ended the 1986-87 school year with a slight academic advantage over the project school

primary-grade students. Upper-grade students at the project schools began and ended the 1986-87 school year with an academic advantage over the comparison school upper-grade students.

These test results could be interpreted as meaning that after one year of implementation, the Eastman Project replication has had no effect one way or the other on student academic performance. However, it should be remembered that the CAP scores represent only third-and sixth-grade achievement. Since CTBS scores represent academic gains of students at every grade level, a more accurate assessment of the project's impact on academic performance during its first-year of implementation will be available when the fall 1987 CTBS results are analyzed.

The successful academic gains at Eastman Elementary School, although significant, have been gradual over time (see Figures 1 to 6 in Chapter One). Only when the original program at Eastman Elementary School was examined five years after implementation did the overall student academic gains become evident. For instance, third-grade CAP scores have increased by 64 scale points in reading, 75 scale points in writing, and 71 scale points in math since the program was first implemented at Eastman Elementary School in 1982. These academic gains cover the five-year period between 1982-1987. During this same five-year period sixth-grade CAP scores have also increased by 14 scale points in reading, 30 scale points in writing, and 20 scale points in math at Eastman Elementary School.

It needs to be emphasized that while the overall academic gains at Eastman Elementary have been highly significant, these achievement gains have occurred gradually over the five-year period of program implementation. The results at Eastman Elementary may have implications for the seven project schools.

Any academic gains at the project schools may most likely parallel the gradual achievement gains observed at Eastman Elementary School. Highly significant gains in achievement levels should not be expected at the project schools after its first year of project implementation. If in fact the Eastman Project replication produces significant academic gains, these may not become apparent until after three- to five-years of implementation as was the case at Eastman Elementary School.

The gradual yearly gains in academic performance at Eastman Elementary culminated in significant achievement gains over a five-year period. Along these lines, it appeared that the longer students participated in Eastman's program the more their academic performance improved.

The relationship between "length in program" and improved academic performance seems to be supported by CAP scores, especially when the test scores of "high impact" students are taken into account. High impact students are those children most impacted by Eastman's curriculum design. That is, high impact students are those children receiving the maximum exposure to Eastman's balanced curriculum. The students receiving the maximum exposure to the Eastman "treatment" were kindergarten children. The majority of these students have received their entire elementary school education in the Eastman program. Students in successively higher grades were subsequently less impacted by the Eastman program.

The initial three incoming kindergarten groups under the Eastman program (as measured by their 1985, 1986 and 1987 third grade CAP scores) have recorded the highest and most dramatic increases in academic performance. These are the three groups to date most impacted by Eastman's program.

Findings concerning the high impact groups at Eastman Elementary School have significant implications for the Eastman Project replication. As the high impact groups at the project schools progress through the project curriculum, the academic gains of these groups may parallel the pattern of growth observed at Eastman Elementary School. The academic gains may be gradual at first, and then become more clear-cut by the third-year of project implementation, as occurred at Eastman Elementary School. Analysis of future test scores will clarify further trends in academic gains.

Since the CAP tested only third-and sixth-grade students, it did not measure the project schools' high impact groups. The fall 1987 CTBS scores will provide the initial results of the high impact groups at the project schools.

As noted before, the primary-grade (1-3) students at the comparison schools have slightly higher scores than the project school primary-grade students. Since the high impact student population at the project schools is made up of primary-grade students, any test score differences noted between the project and comparison school primary-grade students will be addressed. If the project schools are able to replicate the academic successes of the Eastman Elementary School high impact students, then project school primary-grade (high impact) students may overcome the academic differences that now exist with their comparison school primary-grade peers.

Teacher Questionnaire Findings

The Teacher Questionnaire findings were examined at two levels of analysis. First, change in teacher attitudes toward the Eastman Project curriculum design was measured over the 1985-86 and 1986-87 school years. This allowed a "change-over-time" comparison between the 1985-86 teacher attitude baseline data (pre-implementation data) and the first-year

implementation (1986-87) teacher attitude data. Second, project school and comparison school teacher attitudes toward their respective instructional programs were compared. This provided a comparison of teacher attitudes between teachers participating in the Eastman curriculum design and teachers involved in traditional bilingual programs.

Teacher Satisfaction with Eastman Project

The Eastman Project replaced traditional bilingual education at the seven project school sites with a comprehensive K-6 balanced curriculum for improving instruction to all students. Last year's (1985-86) questionnaire measured teacher satisfaction with the pre-Eastman bilingual programs that had been implemented at the project schools over the past ten years. The 1986-87 questionnaire measured teacher satisfaction with the first-year implementation of the Eastman Project. This analysis provided information on teacher satisfaction with instruction of LEP students at the project schools both before and after implementation of the Eastman Project.

The 1986-87 teacher questionnaire also measured teacher satisfaction with the existing bilingual programs at the comparison schools. This allowed a comparison of teacher satisfaction with the Eastman program and teacher satisfaction with the comparison schools' bilingual program.

The teacher questionnaire was administered during the "work-stoppage" period requested by the teacher union during the 1985-86 school year. This may or may not have influenced teacher attitudes at the project and comparison schools. Since both project school and comparison school teachers were affected during this period of teacher salary negotiations, any effects on teacher attitudes were most likely shared by both groups of teachers.

Teacher Satisfaction Findings. As Figure 51 illustrates, in 1986-87 project school teachers expressed greater satisfaction with the Eastman

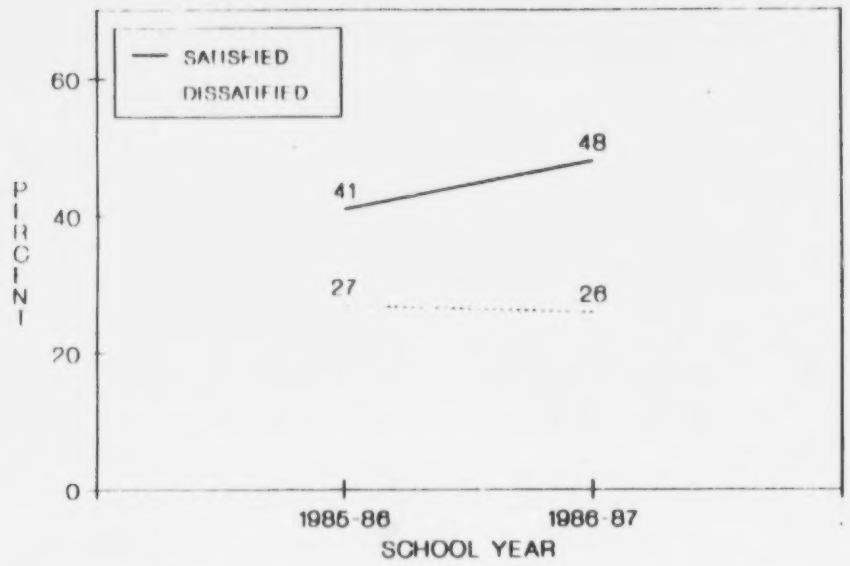


Figure 51. Teacher satisfaction with Eastman Project.

Project curriculum design (48%) than with the previous bilingual program (41%) at their schools. Furthermore, Tables 9 and 10 show that overall, project school teachers (48%) were more satisfied than comparison school teachers (43%) with the instructional program at their schools. Conversely, Tables 9 and 10 also reveal more teacher dissatisfaction with the traditional bilingual programs at the comparison schools (39%) than with the Eastman Project (26%).

Figure 52 shows that primary-grade (K-3) teachers at the project schools expressed greater satisfaction (56%) with the Eastman Project than upper-grade (4-6) teachers (34%). This contrasts with last year's baseline findings, which showed that primary-grade and upper-grade teachers expressed identical satisfaction ratings (45%) with the bilingual instructional program at their schools.

These findings suggest that the Eastman Project implementation has increased satisfaction among primary-grade teachers by 11% while decreasing

Table 9

Teacher Satisfaction with Eastman Project by Subgroups

Subgroup	N	Satisfied f	Satisfied %	Undecided f	Undecided %	Dissatisfied f	Dissatisfied %
School							
Wilmington	34	12	35	12	35	10	30
Florence	42	16	38	11	26	15	36
West Vernon	40	14	35	14	35	12	30
San Fernando	36	21	59	8	22	7	19
Sharp	44	26	59	14	32	4	9
Evergreen	49	32	65	9	18	8	16
Humphreys	28	10	36	4	14	14	50
PROJECT TOTAL	273	131	48	72	26	70	26
By Grade Assignment							
K	33	19	58	10	30	4	12
1	47	24	51	12	26	11	23
2	32	21	66	5	16	6	18
3	32	17	54	6	19	9	29
4	31	9	29	10	32	12	39
5	27	9	33	8	30	10	38
6	27	11	41	6	22	10	37
Primary Grade (K-3)	144	81	56	33	23	30	21
Upper Grade (4-6)	85	29	34	24	28	32	38
Teacher Assignment - LEP Students							
Yes	168	85	51	44	26	39	23
No	98	43	44	25	25	30	31
TOTAL	266	128	48	69	26	69	26
Teaching Status							
Provisional/ Emergency	52	35	67	8	16	9	17
Probationary	36	19	53	9	25	8	22
Permanent	186	79	43	55	30	52	28
TOTAL	274	133	49	72	26	69	25

Table 9 (continued)

Teacher Satisfaction with Eastman Project by Subgroups

Subgroup	N	Satisfied f	Satisfied %	Undecided f	Undecided %	Dissatisfied f	Dissatisfied %
Years Teaching at Project Schools							
Pre-Eastman	219	93	43	62	28	64	29
First Year	52	38	73	9	17	5	12
TOTAL	271	131	48	71	26	69	26

Note. The following scale was used: 3 = Satisfied, 2 = Undecided, 1 = Dissatisfied.

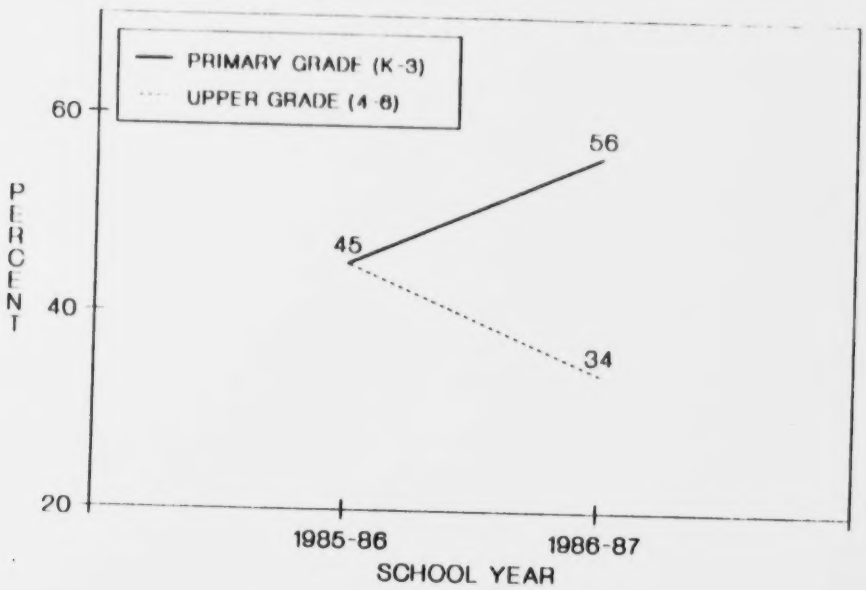


Figure 52. Primary-grade (grades K-3) and upper-grade (grades 4-6) teacher satisfaction with Eastman Project.

Table 10

Teacher Satisfaction with Comparison School Bilingual Program

Subgroup	N	Satisfied f	Satisfied %	Undecided f	Undecided %	Dissatisfied f	Dissatisfied %
School							
Loma Vista	42	15	36	6	14	21	50
Trinity	35	15	43	5	14	15	43
Haddon	35	14	40	10	29	11	31
4th Street	25	15	60	4	16	6	24
TOTAL	137	59	43	25	18	53	39
Teacher Assigned Grade							
Primary Grade (K-3)	80	39	49	13	16	28	33
Upper Grade (4-6)	45	14	31	11	24	20	45
TOTAL	125	53	42	24	19	48	39
Bilingual Program Teacher							
Yes	118	51	43	22	19	45	38
No	16	7	44	2	12	7	44
TOTAL	134	58	44	24	18	52	38
Teaching Status							
Provisional/ Emergency	28	12	43	10	36	6	21
Probationary	13	8	62	0	0	5	38
Permanent	93	38	41	14	15	41	44
TOTAL	134	58	43	24	18	52	39

satisfaction among upper-grade teachers by 11%. In fact, as Table 9 shows, upper-grade teachers expressed more dissatisfaction (38%) with the Eastman Project than satisfaction (34%).

A similar trend occurred among comparison school teachers, where 49% of the primary-grade teachers expressed satisfaction with their school's bilingual program, compared to 31% of the upper-grade teachers, (Table 10). Upper-grade teachers at the comparison schools also indicated more dissatisfaction (45%) with their bilingual program than satisfaction (31%).

The final category of teacher satisfaction reveals that project school teachers responsible for instructing LEP students (Table 9) were more satisfied (51%) with the Eastman Project than teachers not involved in instructing LEP students (44%). As Figure 53 indicates, however,

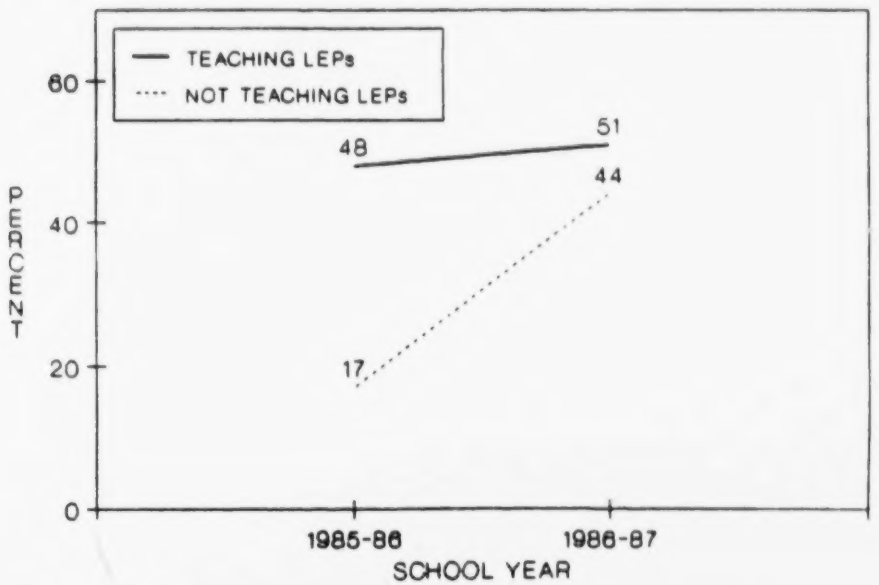


Figure 53. Teacher satisfaction with Eastman Project--teachers responsible for instructing LEP students and teachers not responsible for instructing LEP students.

implementation of the Eastman Project significantly increased teacher satisfaction towards the school program by 27% among teachers not directly involved in instructing LEP students.

Among comparison school teachers, those responsible for instructing LEP students (43%) and those not responsible for teaching LEP students (44%) expressed equal satisfaction with their school's bilingual program (Table 10).

Teacher Willingness to Continue Participating in the Eastman Project

Another method of measuring teacher satisfaction with the Eastman Project was to gauge teacher willingness to continue participating in the Eastman Project. To obtain this information, the teacher questionnaire posed the following question: "Given a choice, would you continue participating in the Eastman Project?"

Teacher Willingness to Continue in the Eastman Project. Overall, 64% of the teachers indicated that they would like to continue participating in the Eastman Project (Table 11). Thirty-six percent of the teachers stated that if given the choice, they would not continue teaching in an Eastman Project school.

The discrepancy in teacher satisfaction between primary-grade (K-3) and upper-grade (4-6) teachers previously noted is reflected in teacher willingness to continue participating in the Eastman Project. Table 11 shows that 75% of primary-grade teachers indicated they would like to continue in the

Table 11

Teacher Desire to Continue Participating In the Eastman Project by Subgroups

Subgroup	N	Yes f	Yes %	No f	No %
School					
Wilmington	32	19	59	13	41
Florence	40	23	58	17	42
West Vernon	35	20	57	15	43
San Fernando	35	22	63	13	37
Sharp	43	36	84	7	16
Evergreen	44	32	72	12	28
Humphreys	27	12	44	15	56
PROJECT TOTAL	256	164	64	92	36
Bilingual Teaching Status					
Bilingual Classroom Credential	111	78	70	33	30
Waiver	36	23	64	13	36
English-only	75	38	51	37	49
TOTAL	222	139	63	83	37
Teacher Assignment - LEP Students					
Yes	161	108	67	53	33
No	90	51	57	39	43
TOTAL	251	159	63	92	37
Teaching Status					
Provisional/Emergency	50	41	82	9	18
Probationary	31	23	74	8	26
Permanent	175	100	57	75	43
TOTAL	256	164	64	92	36

Table 11 (continued)

Teacher Desire to Continue Participating In the Eastman Project by Subgroups

Subgroup	N	Yes f	Yes %	No f	No %
Years Participating in Eastman Project					
Pre-Eastman Teachers	204	119	58	85	42
Teacher's First Year in Eastman Project	51	44	86	7	14
TOTAL	255	163	64	92	36
Teacher Assigned Grade					
K	29	26	90	3	10
1	44	32	73	12	27
2	32	25	78	7	22
3	31	19	61	12	39
4	29	14	48	15	52
5	27	14	52	13	48
6	27	8	30	19	70
Primary Grade (K-3)	136	102	75	34	25
Upper Grade (4-6)	83	36	43	47	57
TOTAL	219	138	63	81	37

project, compared to 43% of the upper grade teachers. A majority of upper-grade teachers (57%) indicated that they would not continue in the project if given a choice. Finally, the majority of teachers involved in instructing LEP students (67%) and those not involved with LEPs (57%) said they were willing to continue in the Eastman Project

Other Teacher Questionnaire Findings

Teacher Understanding of Eastman Project. Table A-26 (see Appendix A) reveals significant growth in teacher understanding of the Eastman Project curriculum design (79%) after the first year of implementation, compared to the baseline information of a year ago (51%). Only 6% of all project teachers felt they did not yet understand the curriculum design, compared to 18% last year.

Selected Items. After analyzing the teacher questionnaire results, the following seven questionnaire items were selected for further discussion:

- Item 2.4 - "Traditionally, when language minority students are schooled in English-only programs, they perform poorly on academic and language measures."
- Item 2.7 - "In general, the self-esteem of language minority students is not improved by minority language instruction."
- Item 2.15 - "Language minority children are less motivated to learn English when taught in their native language."
- Item 2.21 - "In some cases, low socio-economic status language minority students who are schooled bilingually surpass middle class monolingual Anglo students on language and reading measures."
- Item 3.2 - "My closest teacher colleagues (two or three) do not concur with the notion that the minority language should be used for classroom instructional purposes."
- Item 3.9 - "The administrative leadership (on-site) does not demonstrate interest in a well defined, implemented and consistent bilingual program."

- Item 3.12 - "Teachers at my school have high expectations that language minority students can succeed academically.

The findings corresponding to these seven items are as follows (see Appendix A, Tables A-24 to A-26):

- 64% of project school teachers believed that placing language minority students in English-only (total immersion) programs would lead to poor academic and language acquisition performance, compared to 53% of the comparison school teachers

- 70% of project school teachers and 62% of comparison school teachers said that the self-esteem of language minority students is improved by primary language instruction

- 32% of comparison school teachers felt that language minority students are less motivated to learn English when taught in their native language, compared to 14% of project school teachers who agreed with that position

- 54% of project school teachers (compared to 36% last year) believed that language minority students taught in a bilingual program are capable of surpassing middle-class Anglo students, compared to 36% of the comparison school teachers who agreed with that position

- 38% of comparison school teachers did not agree that the minority language should be used for classroom instruction, compared to 20% of project school teachers

- 91% of project school teachers indicated that the on-site administrative leadership team demonstrated an interest in implementing a well defined bilingual program, compared to 79% of comparison school teachers

- 81% of project school teachers believed the teaching staff at their school have high expectations that language minority students succeed academically, compared to 63% of the comparison school teachers

School Administrative/Coordinator Questionnaire

Project and Comparison School Administrative/Leadership Teams

Each project school's leadership team (consisting of the principal, assistant principal, and coordinators) played an important role in implementing and monitoring the Eastman Project curriculum design. This was evidenced by the extensive leadership team training and subsequent on-site (replicated) teacher training conducted by the leadership teams. Because of the added responsibility of providing instructional leadership at their schools, information was gathered in June 1987 to assess the impact of the Eastman Project on the opinions and attitudes of the project school leadership/administrative team members.

Data were also collected from the administrators and coordinators at the comparison schools in order to measure their attitudes toward their own school program. This allowed a comparison between project school and comparison school administrative team attitudes.

Administrative/Coordinator Questionnaire. After analyzing the questionnaire data, the following are the major findings (Tables 12 to 14):

- 90% of the project school administrators/coordinators were satisfied with their school instructional program, compared with 86% of the comparison school administrative team members
- 91% of the project school administrators/coordinators were satisfied with teacher staff development, compared to 86% of the comparison school administrative counterparts
- 78% of the project school leadership team members felt that the Eastman Project was effective in developing their instructional leadership skills, compared to 71% of the comparison school administrators/coordinators

- 87% of the project school administrative team members believed their program was effective in teaching English to LEP students, compared to 73% of comparison school administrators/coordinators

- 92% of the project school administrators/coordinators felt their program was effective in providing instruction in Spanish, while 86% of the comparison school administrators/coordinators felt the same about their program

- 79% of the project school leadership teams members felt their program improved the self-esteem of LEP students, compared to 73% of the comparison school leadership team members

- 70% of the project school administrators/coordinators felt their program improved the achievement of LEP students compared to 86% of the comparison school administrative team members

- 74% of the project school administrators/coordinators felt their program improved student attitude toward learning, compared to 86% of comparison school administrators/coordinators

- Project school leadership teams attitudes were lower for FEP and English-only student achievement and self-esteem than the attitudes of the comparison school leadership team

Table 12

School Administrator/Coordinator Satisfaction With Eastman and Project School Program Components

PROGRAM COMPONENT	N	Satisfied f	Satisfied %	Undecided f	Undecided %	Dissatisfied f	Dissatisfied %
			Project Schools				
School Organization	23	20	87%	3	13%	0	0%
Eastman Project Staff Leadership	23	21	91%	2	9%	0	0%
Leadership Workshops	23	21	91%	0	0%	2	9%
Project Training Materials	23	22	96%	1	4%	0	0%
On-site Teacher Training by the Eastman Project Staff	22	17	77%	5	23%	0	0%
Curriculum Design	22	20	90%	1	5%	1	5%
Computerized Record Keeping	22	21	95%	1	5%	0	0%
			Comparison Schools				
Bilingual Program	15	13	86%	1	7%	1	7%
Staff Development	15	13	86%	1	7%	1	7%
ESL Program	15	9	60%	4	27%	2	13%
Computerized Record Keeping	15	14	93%	0	0%	1	7%

Table 13

School Program's Effectiveness In Developing Administrator/Coordinator Leadership Skill

Leadership Skill	N	Effective f	Effective %	Undecided f	Undecided %	Ineffective f	Ineffective %
		Project Schools					
Managerial Skills	23	10	43%	9	40%	4	17%
Instructional Leadership Techniques	23	18	78%	3	14%	2	8%
Understanding and Knowledge of Bilingual Education	23	17	73%	4	18%	2	9%
Project Training Materials	23	22	96%	1	4%	0	0%
		Comparison Schools					
Managerial Skills	15	11	73%	4	27%	0	0%
Instructional Leadership Techniques	14	10	71%	4	29%	0	0%
Understanding and Knowledge of Bilingual Education	14	13	93%	1	7%	0	0%

Table 14

Administrator/Coordinator Assessment of Eastman Project's Instructional Effectiveness for Language Groups

Instruction Category	N	Effective f	Effective %	Undecided f	Undecided %	Ineffective f	Ineffective %
		Project Schools					
LEP Students							
Teaching English	23	20	87%	1	4%	2	9%
Providing Instruction In Spanish	23	21	92%	1	4%	1	4%
Improving Student Achievement	23	16	70%	7	30%	0	0%
Improving Student Self-Esteem	23	18	79%	3	12%	2	9%
Maintaining Cultural Background	23	19	82%	3	12%	1	4%
FEP Students							
Improving Student Achievement	23	11	48%	12	52%	0	0%
Improving Student Self-Esteem	23	9	39%	13	57%	1	4%
Maintaining Cultural Background	23	14	61%	7	30%	2	9%
English-Only Students							
Improving Student Achievement	23	14	61%	7	30%	2	9%
Improving Student Self-Esteem	23	12	52%	8	35%	3	13%
Maintaining Cultural Background	23	10	44%	10	44%	3	12%

Table 14 (continued)

Administrator/Coordinator Assessment of Eastman Project's Instructional Effectiveness for Language Groups

Instruction Category	N	Effective f	Effective %	Undecided f	Undecided %	Ineffective f	Ineffective %
		Comparison Schools					
LEP Students							
Teaching English	15	11	73%	4	27%	0	0%
Providing Instruction In Spanish	15	13	86%	1	7%	1	7%
Improving Student Achievement	15	13	86%	1	7%	1	7%
Improving Student Self-Esteem	15	11	73%	3	20%	1	7%
Maintaining Cultural Activity	15	13	86%	1	7%	1	7%
FEP Students							
Improving Student Achievement	15	15	100%	0	0%	0	0%
Improving Student Self-Esteem	15	15	100%	0	0%	0	0%
Maintaining Cultural Background	15	14	93%	1	7%	0	0%
English-Only Students							
Improving Student Achievement	15	15	100%	0	0%	0	0%
Improving Student Self-Esteem	15	14	93%	1	7%	0	0%
Maintaining Cultural Background	15	13	86%	2	14%	0	0%

Self-Esteem

The impact of the Eastman Project curriculum design on student self-esteem was examined. In order to accurately determine the effects of the project on student self-esteem, it was necessary to compare project school self-esteem ratings with comparison school self-esteem ratings.

Self-Esteem Inventory (SEI)

To measure student self-esteem, a total of 585 project school students and 483 comparison school students were randomly selected and administered the Self-Esteem Inventory (SEI). The SEI was given in either Spanish or English, depending on a student's language proficiency. The SEI consisted of two forms, the primary grade form (K-2) and the upper grade form (3-6). The self-esteem ratings were converted to a 10 point scale for ease of comparison.

Self-Esteem Ratings. Overall, students at the comparison schools had slightly higher self-esteem mean ratings (8.2) than project school students (8.0). These findings (Table 15) were consistent for both the K-2 primary grade students (comparison school score 8.1, project school score 7.8) and the 3-6 upper grade students (comparison school score 8.3, project school score 8.1).

The differences between project school and comparison school student self-esteem ratings are not significant. Due to any sampling error, the most accurate interpretation of the self-esteem data is that the project school and comparison school students began nearly evenly matched during the first year of project implementation.

Table 15

Student Self-Esteem Ratings by Eastman Project and Comparison School Subgroups

	Project Schools		Comparison Schools	
	N	Self-Esteem Score	N	Self-Esteem Score
TOTAL	596	8.0	495	8.2
Language Classification				
LEP	393	7.7	288	8.1
Initial FEP	37	8.1	99	8.2
Reclassified FEP	65	8.7	44	8.3
English Only	90	8.0	52	8.1
TOTAL	585	8.0	483	8.2
Grade				
K	72	7.4	71	7.5
1	74	7.7	71	8.1
2	74	8.2	79	8.7
3	83	7.5	60	8.6
4	96	8.1	62	7.6
5	104	7.8	73	8.3
6	90	8.9	71	8.8
Primary Grade (K-2)	220	7.8	221	8.1
Upper Grade (3-6)	373	8.1	266	8.3
TOTAL	593	8.0	487	8.2

Note. Self-Esteem scores based on 10-point scale rating, with 10 representing strong self-esteem and 1 representing a poor self-esteem.

Analyzing self-esteem results by a student's language classification did show one significant finding. Reclassified FEP students (former LEP students) at the project schools reported higher self-esteem scores (8.7) than any of the language groups at either the project or comparison schools (see Figure 54). This finding becomes important since this is a key

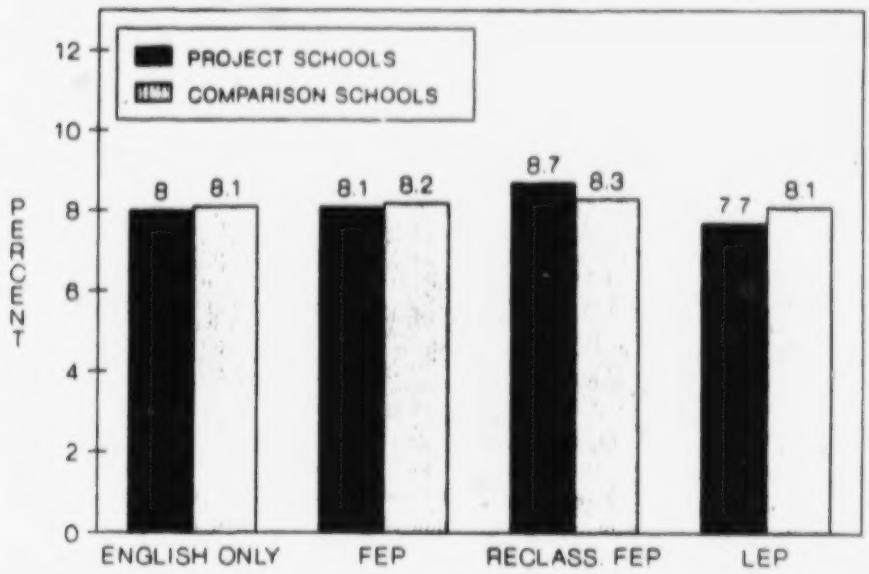


Figure 54. Project and comparison school student self-esteem scores by language classification.

indicator of the bilingual program for LEP students. Students at the project schools who initially received instruction in Spanish and have now been transitioned into mainstream English instruction, reported having a higher self-esteem than students that have received instruction in English throughout their education at either the project or comparison schools.

Related to student self-esteem is student satisfaction with school. One of the items in the Self-Esteem Inventory measured student satisfaction with school (Tables 16 and 17). Overall, 91% of the comparison school students said they were satisfied with school, while 88% of the project school students reported being satisfied with school. Primary-grade (K-2) students at the comparison schools expressed more satisfaction with school (97%) than project school primary-grade students (90%). On the other hand, upper-grade (3-6) students at the project school were slightly more satisfied (86%) with school than their comparison school counterparts (85%).

Table 16

Student Satisfaction With School - by Project School Subgroups

Subgroup	N	Satisfied f	Satisfied %	Dissatisfied f	Dissatisfied %
School					
Wilmington	81	76	93	5	7
Florence	77	64	79	13	21
West Vernon	68	63	90	5	10
San Fernando	103	83	80	20	20
Sharp	97	86	91	11	9
Evergreen	92	83	88	9	12
Humphreys	81	70	90	11	10
TOTAL	599	525	88	74	12
Language Classification					
LEP	395	352	89	43	11
Initial FEP	37	29	78	8	22
Reclassified FEP	65	59	91	6	9
English Only	92	75	82	17	18
TOTAL	589	515	87	74	13
Grade					
K	769	63	83	13	17
1	74	66	89	8	11
2	76	74	97	2	3
3	81	81	83	14	17
4	96	96	90	10	10
5	104	104	85	16	15
6	90	90	87	12	13
Primary Grade (K-3)	226	203	90	23	10
Upper Grade (4-6)	371	319	86	52	14
TOTAL	597	522	87	75	13

Table 16 (continued)

Student Satisfaction With School - by Project School Subgroups

	N	Satisfied f	Satisfied %	Dissatisfied f	Dissatisfied %
Language of Instruction					
Spanish	292	264	90	28	10
English	282	242	86	41	14
TOTAL	573	506	88	69	12

Reviewing satisfaction with school by language classification, reclassified FEP students at the project schools again expressed the most satisfaction with school (91%) among the project school language groups. Initial FEP (93%) and LEP (92%) students expressed the most satisfaction with school among the comparison school language groups.

Table 17

Student Satisfaction With School - by Comparison School Subgroups

Subgroup	N	Satisfied f	Satisfied %	Dissatisfied f	Dissatisfied %
School					
Hawaiian	97	85	88	12	12
Loma Vista	97	90	93	7	7
Trinity	78	74	95	4	5
Haddon	124	112	90	12	10
4th Street	104	94	90	10	10
COMPARISON TOTAL	500	455	91	45	9
Language Classification					
LEP	292	269	92	23	8
Initial FEP	99	92	93	7	7
Reclassified FEP	44	37	84	7	16
English Only	52	45	87	7	13
TOTAL	487	443	91	44	9
Grade					
K	75	75	100	0	0
1	72	68	94	4	6
2	79	77	97	2	3
3	60	50	83	10	17
4	62	56	90	6	10
5	73	63	86	10	14
6	71	58	82	13	18
Primary Grade (K-2)	226	220	97	6	3
Upper Grade (3-6)	266	227	85	39	15
TOTAL	492	447	91	45	9

Parent Questionnaire

Parent Questionnaire Background

A parent questionnaire was constructed to measure parent attitudes toward the instructional programs at the project and comparison schools. This allowed comparison between attitudes of the project school parents and the attitudes of the comparison school parents.

The parent questionnaire was randomly distributed to 2,984 parents in both English and Spanish versions. See Appendix C for a sample of the parent questionnaire. Overall, 1,656 questionnaires were returned, for a return rate of 61% at the project schools and 51% at the comparison schools. Both project school and comparison school questionnaire return rate significantly exceeded the 20% to 30% return rate commonly reported in questionnaire and survey research. Based on this 20-30% average return rate, between 800 to 1000 parent questionnaires were expected back. Approximately twice the expected number of questionnaires were returned by the parents.

Parent Questionnaire Findings. One of the recurring trends that was observed is that Spanish-speaking parents and English-speaking parents differed significantly in their attitudes towards school. This was true at both the project and comparison schools. Figure 55 shows that 82% of the English-speaking parents were satisfied with the Eastman program, while 95% of the Spanish-speaking parents were satisfied. There was an overall 90% parents satisfaction with the project (Table 18). On the other hand, 78% of the English-speaking parents were satisfied with the instructional program at the comparison schools, while 94% of the Spanish-speaking parents were satisfied with the comparison schools' programs. There was an overall 87% parent satisfaction with the comparison school programs (Table 19). The difference in attitudes between Spanish-speaking and English-speaking parents

Table 18

Parent Attitudes Toward School --Project Schools

Item	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
I Am Satisfied With The School's Instructional Program	763	689	90%	54	7%	20	3%
Children Who Speak Two Languages Do Better in School	772	620	80%	88	11%	64	9%
Children Do Not Receive Enough Help in Learning to Read and Write English	736	322	44%	176	24%	238	32%
Parents Need to Meet with Teachers to Help Improve Children's Grades	770	748	97%	15	2%	7	1%
I Liked School a Great Deal When I was a Student	739	654	88%	53	7%	32	5%
My Child Feels Good About School	740	669	90%	39	6%	32	4%
It is Important that Spanish-Speaking Children Learn to Read and Write in Spanish	753	579	77%	75	10%	99	13%
Teachers Treat Non-English Speaking Students the Same as English-Speaking Students	743	485	65%	155	21%	103	14%
Teachers Expect All Students to Succeed in School	773	734	96%	20	2%	19	2%
Children Show Respect to Their Teachers	754	526	70%	178	24%	50	7%

Table 19

Parent Attitudes Toward School--Comparison Schools

Item	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
I Am Satisfied With The School's Instructional Program	859	746	87%	70	8%	43	5%
Children Who Speak Two Languages Do Better in School	860	599	70%	151	18%	110	13%
Children Do Not Receive Enough Help in Learning to Read and Write English	844	382	45%	193	23%	269	32%
Parents Need to Meet with Teachers to Help Improve Children's Grades	866	843	97%	13	2%	10	1%
I Liked School a Great Deal When I was a Student	848	744	88%	55	7%	49	5%
My Child Feels Good About School	840	765	91%	53	6%	22	3%
It is Important that Spanish-Speaking Children Learn to Read and Write in Spanish	851	615	72%	96	11%	140	17%
Teachers Treat Non-English Speaking Students the Same as English-Speaking Students	843	515	61%	189	22%	139	17%
Teachers Expect All Students to Succeed in School	858	808	94%	35	4%	15	2%
Children Show Respect to Their Teachers	845	610	72%	183	22%	52	6%

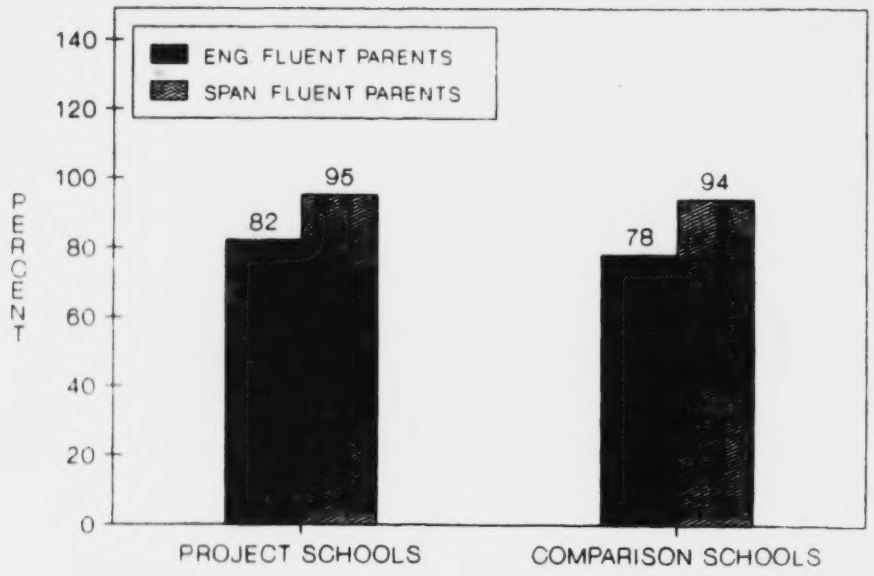


Figure 55. English-speaking and Spanish-speaking parent satisfaction with their children's school instructional program.

was evident throughout the parent questionnaire findings (Appendix A, Tables A-27 to A-30):

- 54% of the English-speaking parents and 95% of the Spanish-speaking parents (80% overall) at the project schools believed bilingual children do better in school, compared with 45% of the English-speaking parents and 88% of the Spanish-speaking parents (70% overall) at the comparison schools
- 87% of the English-speaking parents and 93% of the Spanish-speaking parents (90% overall) at the project schools reported that their children felt good about school, compared with 88% of the English-speaking parents and 93% of the Spanish-speaking parents (91% overall) at the comparison schools
- 31% of the English-speaking parents and 52% of the Spanish-speaking parents (44% overall) at the project schools said children are not receiving enough help at school in learning to read and write in English, compared with 36% of English-speaking parents and 53% of the Spanish-speaking parents (45% overall) at the comparison schools

- 94% of English-speaking parents and 99% of Spanish-speaking parents (97% overall) at the project schools believed they need to meet with teachers to help improve their children's grades, compared to 96% of the English-speaking parents and 99% of the Spanish-speaking parents (97% overall) at the comparison schools

- 54% of English-speaking parents and 90% of Spanish-speaking parents (77% overall) at the project schools felt it is important that Spanish-speaking children learn to read and write in Spanish, compared to 50% of the English-speaking parents and 91% of the Spanish-speaking parents (72% overall) at the comparison schools

- 52% of the English-speaking parents and 73% of the Spanish-speaking parents (65% overall) at the project schools felt teachers treat non-English speaking students the same as English-speaking students, compared to 46% of the English-speaking parents and 73% of the Spanish-speaking parents (61% overall) at the comparison schools

- 91% of the English-speaking parents and 97% of the Spanish speaking parents (96% overall) at the project schools believed teachers expect all students to succeed in school, compared with 88% of the English-speaking parents and 99% of the Spanish-speaking parents (94% overall) at the comparison schools

- 65% of the English-speaking parents and 73% of the Spanish-speaking parents (70% overall) at the project schools said children showed respect for their teachers, compared to 70% of the English-speaking parents and 74% of the Spanish-speaking parents (72% overall) at the comparison schools.

- 78% of the English-speaking parents and 94% of the Spanish-speaking parents (88% overall) at the project schools said they liked school when they were students, compared to 81% of the English-speaking parents and 93% of the Spanish-speaking parents (88% overall) at the comparison schools

As mentioned, significant differences existed between Spanish-speaking parents and English-speaking parents in their attitudes and perceptions towards school. This occurred at both the project schools and comparison schools.

The attitudes of Spanish-speaking parents at the project schools do not differ from those of the Spanish-speaking parents at the comparison schools. One exception to this finding is that a higher percentage of Spanish-speaking parents from the project schools (95%) felt that bilingual children do better in school, compared to 88% of the Spanish-speaking parents from the comparison schools (Figure 56).

Differences in three areas were observed between English-speaking parents from the project schools and English-speaking parents from the comparison schools in the following areas (Tables 18 and 19):

- 52% of parents at the project schools felt that teachers treat non-English speaking students and English-speaking parents alike, compared to 40% of the comparison school parents
- 54% of parents at the project schools believed it is important that Spanish-speaking children learn to read and write in Spanish, compared to 50% of the the comparison school parents
- A larger percentage (31%) of English-speaking parents from the comparison schools felt the children are not receiving enough help in learning to read and write in English

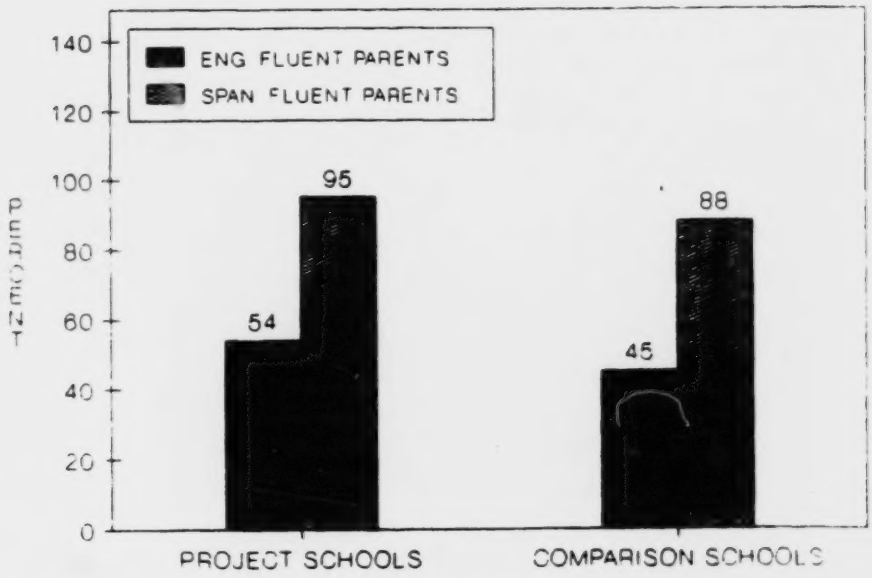


Figure 56. English-speaking and Spanish-speaking parents believed that children who speak two languages do better in school.

A principle difference noted between the English-speaking parents from the project schools and comparison schools is that a greater number of project school parents (54%) believed bilingual students perform better in school, compared to 45% of the English-speaking parents at comparison schools. This is the very same issue upon which the Spanish-speaking parents from the project and comparison schools differed. Overall, 80% of project school parents said that bilingual children do better in school, compared to 70% of the comparison school parents.

It cannot be determined whether the differences in project and comparison school parent attitudes is due to project implementation, since no baseline (pre-implementation) data was collected on parent attitudes during school the 1985-86 school year.

CHAPTER IV

Summary of Findings, Conclusions and Recommendations

Summary of Findings

Staff Development Workshops

To assist the project schools in implementing the Eastman Project curriculum design, the Eastman Project director arranged a total of nine staff development workshops and four sessions/seminars. The following general findings were attained from the leadership staff training, on-site replications, on-site teacher training workshops, and conferences/seminars:

- 95% of the leadership team members said that the content of the leadership training could be implemented at their schools, compared to 95% of the leadership staff from last year's baseline data
- 89% of the project school teachers agreed that the content of the replicated workshops could be implemented in their classrooms compared to 96% of the project teachers from last year's baseline data
- 92% of the project school teachers agreed that the content of the on-site training provided by the Eastman Project director and staff could be implemented at their schools

Classroom Observations

The classroom observation checklist documented the extent to which project school teachers implemented a set of identified reading and content subject instructional activities. These identified classroom activities play a key role in implementing the Eastman Project's balanced curriculum. To date, three classroom observation sessions have been conducted at each school, one in each of the following semesters: fall 1985, fall 1986, and spring 1987.

A significant increase over time was observed in the extent to which teachers carried out the group of identified instructional activities.

Beginning with the baseline data observation in the 1985 fall semester and concluding with the observation results from the 1987 spring semester, (marking the end of the Eastman Project's first year of implementation) the following trends were observed:

- Consistent use of the appropriate language of instruction increased by 30%, from 67% to 97%
- Placement of students in proper reading groups increased by 27%, from 61% to 88%
- 30% more teachers used directed lessons, from 58% to 88%
- The number of classrooms displaying a current, balanced, neat, attractive and functional environment increased by 23%, from 76% to 99%
- The number of paraprofessionals providing appropriate assistance grew by 22%, from 49% to 71%
- Materials for motivation and concept development were used by 39% more teachers, from 50% to 89%
- 33% more teachers stated the lesson objectives clearly, from 49% to 82%
- Use of appropriate teaching techniques increased by 49%, from 39% to 88%
- Strategies to promote high level thinking were used by 42% more teachers, from 28% to 70%
- Multicultural activities were evident in 10% more classrooms, from 40% to 50%
- The availability of appropriate materials increased by 36%, from 39% to 75%

ESL/Oral Language Observations

The ESL/Oral Language Observation Checklist recorded the extent to which project school teachers implemented a group of identified ESL and English oral language instructional activities. ESL and oral English instruction plays a critical part in the acquisition of English by LEP students. Three ESL/oral language observation sessions were conducted at each school during

school, one in each of the following semesters: fall 1985, fall 1986, and spring 1987. Despite a small sample of 24 ESL/oral language lessons observed in the fall 1985 observation session, a significant increase was seen in the number of teachers implementing ESL/oral language activities.

In most cases, significant growth over time was observed in the degree to which teachers carried out the identified ESL/oral language instructional activities. Starting with the baseline data observation in the 1985 Fall semester and concluding with the Spring 1987 semester of the project's first year of implementation, the following patterns were observed over time:

- Placement of students in proper ESL/English oral language group increased by 11%, from 62% to 73%
- Incorporation of appropriate writing skills in classrooms raised significantly by 84%, from 10% to 94%
- Teacher directed lessons increased by 12%, from 88% to 100%
- The number of paraprofessionals providing appropriate assistance grew by 54%, from 42% to 96%
- Use of appropriate teaching techniques increased by 9%, from 74% to 83%
- Number of teachers providing the entire ESL/English oral language lesson remained the same at 83%
- Teachers modeling English decreased by 15%, from 88% to 73%
- Availability of ESL materials grew by 42%, from 55% to 97%
- Availability of motivational materials decreased by 3%, from 82% to 79%
- The number of teachers clarifying and checking student comprehension increased by 3% from 78% to 81%
- Teachers demonstrating listening and speaking skills grew by 16%, from 73% to 89%
- Teacher-child/child-child interaction decreased by 10% from 65% to 55%

CTBS and CAP Results

Two major trends were noted in the CTBS and CAP scores. Primary-grade (grades 1-3) students at the comparison schools had a slight advantage in test scores over the project school primary-grade children. On the other hand, upper-grade (grades 4-6) students at the project school enjoyed a slight edge in test scores over the comparison schools upper-grade children.

These two trends were also found among limited-English proficient (LEP) students tested in Spanish. Primary-grade LEP students from the comparison schools had slightly higher CTBS-Español scores than the project school LEP primary-grade students. Upper-grade LEP students from the project schools had higher scores than the LEP upper-grade students at the comparison schools.

A third finding in test scores is that students from the project schools that have been transitioned and reclassified from Spanish instruction to English-only instruction scored higher in reading and mathematics than reclassified students from the comparison schools.

Reclassified FEP students formerly taught in Spanish achieved higher mathematics scores than students districtwide who have received all instruction in English.

Teacher Questionnaire

The teacher questionnaire provided information on teacher attitudes and opinions towards instruction of LEP students at the project schools, both before and after implementation of the Eastman Project curriculum design. The questionnaire also compared project school teacher attitudes with comparison schools (traditional bilingual programs) teacher attitudes. The following were the major teacher questionnaire findings:

- Project school teachers expressed greater satisfaction (48%) with the Eastman Project's curriculum design than with the previous traditional bilingual program at school (41%)

- Project school teachers were more satisfied (48%) than comparison school teacher (43%) with the instructional program at their school

- Primary-grade (K-3) teachers at the project schools expressed greater satisfaction (56%) with the Eastman Project than upper-grade (4-6) teachers (34%)

- Implementation of the Eastman Project significantly increased teacher satisfaction/support towards the school program among teachers not directly involved in instructing LEP students by 27%

- Overall, 64% of the teachers indicated that they would choose to continue participating in the Eastman Project, compared to 36% who stated they would not continue in the project if given the choice

- One-third of the teachers at comparison schools felt that LEP students who are taught in their native language are less motivated to learn English compared to 14% of the project school teachers who agreed with that position

- 38% of comparison school teachers did not agree that the native language should be used for classroom instruction, compared to 20% of project school teachers

- 81% of project school teachers believed the teaching staff at their school have high expectations that LEP students can succeed academically, compared to 63% of the comparison school teachers

Administrator/Coordinator (Leadership Team) Questionnaire

A questionnaire was also constructed to measure the attitudes of the leadership teams (composed of the principal, assistant principal(s) and coordinators) at both the project and comparison schools. This allowed comparisons between the project school and comparison school

leadership/administrative team attitudes. The following results were obtained:

- 90% of the project school administrators/coordinators were satisfied with their school's instructional program, compared with 86% of the comparison school administrative team members
- 87% of the project school administrative team members believed their program was effective in teaching English to LEP students, compared to 73% of comparison school administrators/coordinators
- 92% of the project school administrators/coordinators felt their program was effective in providing instruction in Spanish, while 86% of the comparison school administrators/coordinators felt the same about their program
- 78% of the project school leadership team members felt the Eastman Project was effective in developing their instructional leadership skills, compared to 71% of the comparison school administrators/coordinators who felt their program was similarly effective
- 79% of the project school leadership team members felt their program improved the self-esteem of LEP students, compared to 73% of the comparison school leadership team members
- 86% of the comparison school administrators/coordinators felt their program improved the achievement of LEP students compared to 70% of the project school administrative team members
- 86% of the comparison school administrators/coordinators felt their program improved student attitude towards learning, compared to 74% of project school administrators/coordinators

Self-Esteem

The Self-Esteem Inventory (SEI) was administered to randomly selected students at the project and comparison schools. A slight but insignificant difference was observed between project school (8.0) and comparison school (8.2) student self-esteem ratings.

One significant finding concerning self-esteem ratings was that reclassified FEP students at the project schools had the highest scores of all language classification groups at either the project or comparison schools.

Parent Questionnaire

The parent questionnaire provided information on parent attitudes towards the instructional programs at the project and comparison schools. In addition to comparing project school parent attitudes with comparison school parent attitudes, the attitudes of Spanish-speaking parents were also compared with those of the English-speaking parents. The parent questionnaire findings were the following:

- Overall, 90% of the parents at the project schools were satisfied with the instructional program at their schools compared with 87% of the parents from the comparison schools
- 80% of the project school parents believed that bilingual children do better in school, compared to 70% of the comparison school parents
- Spanish-speaking parents from the project schools and comparison schools generally shared similar attitudes towards school

Conclusions

Based on the process evaluation findings, the following conclusions were reached after the first year (1986-87) of project implementation:

1. Data from the reading/content area observations and ESL/oral language observation suggest that the project school staff development training has been effective in implementing a set of identified instructional activities.
2. Concurrent instruction--instruction provided in both English and Spanish--decreased at the project schools from 33% to 3%; concurrent instruction occurred at the comparison schools 29% of the time

Based on the outcome evaluation findings, the following observations were noted at the end of the first-year of project implementation:

1. Primary-grade (grades 1-3) children at the comparison schools had slightly higher CTBS reading and mathematics scores than primary-grade children at the project schools.

2. Upper-grade (grades 4-6) children at the project schools had slightly higher CTBS reading and math scores than upper-grade children at the comparison schools.

3. Reclassified FEP students (former LEP students transitioned into mainstream English instruction) outperformed, in mathematics, students districtwide who have received all of their instruction in English.

4. Teachers at the project schools were more satisfied with the instructional program at their schools than teachers at the comparison schools.

5. The school administrators and coordinators at the project schools strongly believed the project will be effective in improving instruction for LEP students, but were less certain on how the project will impact FEP and English-only students.

6. Both English-speaking and Spanish-speaking parents at the project schools were more satisfied with the instructional program at their school than comparison school parents.

7. More English-speaking and Spanish-speaking parents at the project schools believed that bilingual students do better at school than parents at the comparison schools.

8. Reclassified FEP students at the project schools had the highest self-esteems ratings.

An analysis of academic performance at Eastman Elementary school showed that the academic gains at Eastman improved dramatically when viewed over a five-year period; the year-to-year gains were more gradual. Based on Eastman Elementary School's data, any academic gains at the project schools may not become fully evident until after three-to-five years of project implementation.

Recommendations

The classroom observation data, which includes observations of both reading/content area subjects and ESL/Oral Language instruction, was one of the more important pieces of information collected during the first-year (1986-87) of project implementation. When the Eastman Project curriculum design was first fully implemented during the 1986-87 school year, the instructional program at the project schools was the area most significantly altered. For this reason, the general findings cited under classroom observations and leadership team training suggest a need for the following classroom/instruction monitoring:

- Higher expectations for leadership teams
- Consistent daily schedules

To further "fine-tune" the comparison school yardstick for measuring project school progress, the additional monitoring needs will be carried out:

- Further clarification of bilingual instruction provided to LEP students
- Clarification of transition of LEP students into mainstream English instruction

Objectives for the second-year of implementation (1987-88) are related to continuing on-site implementation of the Eastman Project Curriculum Design. The replication effort at the project schools will be assisted through visitations, observations in classrooms, direct training of teachers on-site by project advisors, problem-solving through joint project/leadership team meetings, and specific instructional training.

A general upgrading of the quality of instruction in classrooms will be addressed through the following activities:

- Continuation of extensive, in-depth staff development geared to grade level needs
- On-site monitoring of project implementation through ongoing observations in 337 classrooms and support programs
- Provision of on-site training support based on local school needs
- Provision of resource services to establish a model school in each of the five regions
- Facilitation of sharing effective practices to enhance the potential for program success

Factors Affecting Attainment of Goals

Based on an interview with the project coordinator, the quality of established models at each site will be affected by the following factors:

- The degree to which principals use leadership skills to support, follow-through, and implement project staff recommendations
- Instructional expertise and knowledge of curriculum demonstrated by the leadership team
- Quality of replication and frequency of staff development training sessions conducted by leadership team
- Amount of instructional supervision by the administration to monitor implementation and support the staff development program
- Funds available to purchase instructional materials in the appropriate language designated in the curriculum design
- Support of region and district offices

The process of school improvement requires an understanding of the instructional program delivered to children, increased awareness and follow-up on effective teaching techniques and strategies used by teachers in the classroom, and a consistent monitoring process that assesses teacher training and instructional material needs.

Each school's compliance with recommendations made by the Eastman Curriculum Design Project staff and/or the development of alternative methods

to insure a quality instructional program will affect the replication efforts. The degree to which leadership team expertise in instruction and training is developed by the project staff, and the priority given to upgrading instruction, will be reflected in the amount of progress made to align each school. Continued district support and guidance by project staff may result in a consistent schoolwide program, improved teacher skills, and a fully balanced curriculum for all students in the project.

APPENDIX A

Table A - 1

Median Percentile CTBS/U Reading Scores by Language Fluency - Grade 1

	Langauge Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
District	27,156	33	19,639	37	6,458	28	111	33	948	21
Region A	3,931	39	3,098	42	705	28	4	31	124	23
Region B	3,294	19	1,703	19	1,303	21	48	21	240	20
Region C	3,827	23	3,563	23	225	23	3	41	36	15
Region F	4,152	43	3,293	51	754	28	12	29	93	19
Region G	2,058	27	1,000	28	939	27	7	19	112	23
Project Schools										
Wilmington (A)	48	20	30	19	18	23	---	--	---	--
Florence (B)	47	23	28	24	12	19	---	--	---	--
West Vernon (C)	20	6	19	7	1	4	1	28	---	--
San Fernando (F)	68	23	21	39	47	21	2	13	---	--
Sharp (F)	66	28	40	34	22	25	4	36	---	--
Evergreen (G)	55	23	18	37	29	16	---	--	8	31
Humphreys (G)	49	23	17	43	32	21	---	--	---	--
PROJECT TOTAL	353	20	173	27	161	18	7	27	8	31
Comparison Schools										
Hawaiian (A)	87	19	39	19	48	19	1	17	---	--
Loma Vista (B)	83	23	--	--	63	19	7	35	13	31
Trinity (C)	25	19	11	19	14	15	--	--	--	--
Haddon (F)	100	29	51	30	36	32	4	31	13	15
4th St. (G)	82	23	47	33	31	19	2	18	3	23
COMPARISON TOTAL	377	22	148	27	192	18	14	30	29	23

Table A-2

Median Percentile CTBS/U Reading Scores by Language Fluency - Grade 2

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
DISTRICT	27,133	29	18,937	31	6,277	27	385	30	1534	22
Region A	3,861	34	2,936	37	738	28	41	28	146	25
Region B	2,889	19	1,494	19	1,101	19	54	22	240	18
Region C	4,210	19	3,867	19	200	19	32	18	111	14
Region F	4,006	36	3,062	39	736	25	44	34	164	22
Region G	2,008	22	931	23	912	22	12	38	153	17
Project Schools										
Wilmington (A)	60	15	24	15	29	14	---	--	7	21
Florence (B)	30	15	14	14	12	17	---	--	4	11
West Vernon (C)	51	17	35	17	16	20	---	--	---	--
San Fernando (F)	47	18	24	20	22	17	2	12	1	14
Sharp (F)	77	18	42	17	28	21	---	--	7	13
Evergreen (G)	48	27	17	23	23	38	---	--	8	21
Humphreys (G)	49	16	29	15	17	17	---	--	3	23
PROJECT TOTAL	362	18	185	17	147	20	2	12	30	17
Comparison Schools										
Hawaiian (A)	79	18	33	19	46	18	1	17	---	--
Loma Vista (B)	84	30	5	36	46	31	---	--	33	19
Trinity (C)	36	26	1	41	23	21	4	31	8	44
Haddon (F)	61	21	25	16	26	21	7	28	3	26
4th Street (G)	68	31	26	29	37	33	2	18	4	20
COMPARISON TOTAL	328	25	90	22	178	25	14	26	48	23

Table A - 3

Median Percentile CTBS/U Reading Scores by Language Fluency - Grade 3

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
DISTRICT	29,021	33	18,958	36	6,426	32	1,291	31	2,346	23
Region A	4,090	37	3,118	39	650	35	145	39	177	28
Region B	3,207	21	1,537	19	1,131	25	217	22	322	19
Region C	4,210	21	3,630	21	317	21	82	27	181	15
Region F	4,254	40	2,969	45	798	33	201	34	289	21
Region G	2,314	25	956	24	977	27	84	23	297	21
Project Schools										
Wilmington (A)	55	25	28	39	21	15	---	--	6	9
Florence (B)	41	13	19	15	12	7	5	47	8	14
West Vernon (C)	57	25	30	25	23	17	1	33	4	34
San Fernando (F)	56	21	9	37	40	19	4	10	7	11
Sharp (F)	79	28	37	29	29	28	11	24	13	24
Evergreen (G)	63	26	24	28	26	18	2	61	13	26
Humphreys (G)	66	22	14	18	29	21	15	26	10	23
PROJECT TOTAL	417	23	161	27	180	19	38	28	61	20
Comparison Schools										
Hawaiian (A)	79	15	43	17	31	8	2	42	---	--
Loma Vista (B)	120	26	2	57	76	29	11	27	31	19
Trinity (C)	48	14	7	5	26	19	1	13	14	18
Haddon (F)	88	34	31	28	34	36	16	37	17	33
4th Street (G)	61	29	41	31	16	32	3	20	2	23
COMPARISON TOTAL	396	23	124	23	183	24	33	32	64	22

Table A - 4

Median Percentile CTBS/U Reading Scores by Language Fluency - Grade 4

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
DISTRICT	32,918	35	19,492	40	7,038	34	2,734	31	3,654	21
Region A	4,245	42	3,096	46	663	37	279	35	207	20
Region B	4,174	22	1,641	20	1,344	28	506	27	683	17
Region C	4,447	22	3,665	23	362	24	106	21	314	16
Region F	4,567	42	3,100	50	743	35	318	30	406	20
Region G	2,905	29	903	31	1,186	28	346	34	470	24
Project Schools										
Wilmington (A)	43	25	11	21	30	26	1	37	2	21
Florence (B)	79	21	25	17	10	46	33	27	32	17
West Vernon (C)	77	33	38	29	8	42	33	40	31	34
San Fernando (F)	54	35	--	--	45	37	5	24	9	26
Sharp (F)	94	27	69	27	12	27	11	28	13	28
Evergreen (G)	70	33	22	38	30	41	5	32	18	18
Humphreys (G)	106	27	31	28	32	32	28	27	22	16
PROJECT TOTAL	523	28	196	27	167	34	116	31	127	22
Comparison Schools										
Hawaiian (A)	113	15	38	19	46	14	19	14	9	11
Loma Vista (B)	181	28	3	40	75	34	36	39	95	21
Trinity (C)	73	23	9	21	38	21	2	29	26	25
Haddon (F)	128	25	37	18	39	30	36	29	39	23
4th Street (G)	84	39	23	48	52	35	7	28	7	36
COMPARISON TOTAL	579	25	110	24	250	27	98	29	176	22

Table A - 5

Median Percentile CTBS/U Reading Scores by Language Fluency - Grade 5

	Total		Language Classification							
			English only		Initial FEP		Reclassified FEP		LEP	
	N	%tile	N	%tile	N	%tile	N	%tile	N	%tile
District	36,086	33	19,717	38	7,676	34	4,086	31	4,611	18
Region A	4,431	38	3,121	42	693	36	352	31	265	16
Region B	5,029	24	1,810	22	1,592	29	731	27	896	17
Region C	4,729	24	3,723	25	429	23	233	24	344	16
Region F	4,851	39	3,224	46	716	36	438	32	473	18
Region G	3,890	29	993	33	1,317	33	703	29	877	21
Project Schools										
Wilmington (A)	108	26	16	31	41	31	3	15	51	21
Florence (B)	124	25	10	27	24	25	60	32	58	18
West Vernon (C)	105	24	27	29	38	26	35	29	40	22
San Fernando (F)	58	36	--	--	47	28	18	34	5	33
Sharp (F)	111	28	28	37	33	31	21	36	41	23
Evergreen (G)	90	36	17	41	39	38	40	42	17	26
Humphreys (G)	129	34	28	44	28	38	49	31	31	21
PROJECT TOTAL	725	30	126	36	250	33	226	33	243	21
Comparison Schools										
Hawaiian (A)	126	21	36	26	23	28	33	24	24	9
Loma Vista (B)	202	29	3	13	105	34	65	28	75	17
Trinity (C)	80	18	17	9	49	19	2	29	14	17
Haddon (F)	115	25	29	33	38	29	48	26	26	14
4th St. (G)	103	34	56	38	42	34	27	33	5	9
COMPARISON TOTAL	453	25	141	29	257	30	175	28	144	15

Table A - 6

Median Percentile CTBS/U Reading Scores by Language Fluency - Grade 6

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
District	36,300	32	19,398	39	8,217	32	5,036	29	3,649	15
Region A	4,231	38	2,886	43	692	36	401	28	252	14
Region B	4,688	22	1,021	18	2,203	25	832	27	632	14
Region C	4,744	24	3,816	25	388	23	162	20	378	15
Region F	5,181	39	3,415	47	782	35	526	29	458	15
Region G	4,191	28	874	31	1,431	31	1,185	30	701	16
Project Schools										
Wilmington (A)	152	20	10	51	46	30	18	37	96	16
Florence (B)	140	26	15	22	28	36	72	28	39	14
West Vernon (C)	110	23	20	24	45	27	44	25	43	21
San Fernando (F)	85	27	--	--	53	28	27	28	12	15
Sharp (F)	131	34	39	29	29	41	42	37	28	22
Evergreen (G)	131	28	13	37	58	32	57	36	34	12
Humphreys (G)	125	30	24	22	30	40	60	33	13	16
PROJECT TOTAL	874	27	121	28	121	32	340	31	268	16
Comparison Schools										
Hawaiian (A)	141	24	30	31	33	28	73	20	6	14
Loma Vista (B)	---	--	--	--	--	--	--	--	--	--
Trinity (C)	96	16	5	8	85	17	5	16	6	7
Haddon (F)	125	23	34	32	52	28	44	29	27	13
4th St. (G)	124	33	18	41	72	33	57	36	6	15
COMPARISON TOTAL	486	24	87	32	242	25	179	27	45	12

Table A - 7

Median Percentile CTBS/U Math Scores by Language Fluency - Grade 1

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
District	27,597	27	19,[illegible]	33	6,575	27	119	23	975	20
Region A	3,969	33	3,129	33	710	27	4	37	126	23
Region B	3,362	20	1,735	20	1,337	23	48	21	242	20
Region C	3,966	23	3,661	23	254	23	10	30	20	41
Region F	4,167	33	3,306	41	756	23	12	21	93	20
Region G	2,066	23	1,015	23	933	27	7	23	111	20
Project Schools										
Wilmington (A)	50	23	30	16	20	27	--	--	--	--
Florence (B)	44	20	28	23	11	16	--	--	13	5
West Vernon (C)	40	23	31	20	9	33	1	23	--	--
San Fernando (F)	68	33	21	52	47	27	2	23	--	--
Sharp (F)	68	20	40	20	23	20	--	--	5	10
Evergreen (G)	56	21	19	33	29	20	--	--	8	21
Humphreys (G)	49	27	17	20	32	30	--	--	--	--
PROJECT TOTAL	375	24	186	24	171	25	3	26	26	15
Comparison Schools										
Hawaiian (A)	87	23	39	20	48	23	--	--	--	--
Loma Vista (B)	91	23	--	--	72	23	6	44	13	27
Trinity (C)	44	13	11	16	28	10	4	34	1	78
Haddon (F)	101	27	52	27	36	23	--	--	13	20
4th St. (G)	82	33	46	33	32	30	2	22	3	23
COMPARISON TOTAL	405	23	148	26	216	22	12	37	30	25

Table A - 8

Median Percentile CTBS/U Math Scores by Language Fluency - Grade 2

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
District	27,065	40	18,864	39	6,287	41	383	42	1,531	36
Region A	3,841	42	2,915	44	738	40	42	43	146	27
Region B	2,923	29	1,525	24	1,106	34	58	39	236	28
Region C	4,176	25	3,828	25	205	35	32	23	111	30
Region F	3,955	44	3,029	45	724	39	43	50	159	34
Region G	2,010	41	927	40	917	42	13	33	153	40
Project Schools										
Wilmington (A)	60	37	24	36	29	39	--	--	7	24
Florence (B)	30	42	14	42	12	22	--	--	4	37
West Vernon (C)	48	19	31	19	17	29	--	--	--	--
San Fernando (F)	47	42	23	42	23	42	2	25	1	15
Sharp (F)	74	24	38	27	29	20	--	--	7	45
Evergreen (G)	49	40	17	39	24	42	--	--	8	35
Humphreys (G)	47	27	27	26	17	42	--	--	3	31
PROJECT TOTAL	355	32	174	31	151	34	2	25	30	34
Comparison Schools										
Hawaiian (A)	79	45	33	41	46	52	1	24	--	--
Loma Vista (B)	83	47	5	57	45	17	--	--	33	38
Trinity (C)	38	37	1	46	25	29	5	53	7	54
Haddon (F)	64	50	28	54	26	47	7	50	3	63
4th St. (G)	67	37	25	38	37	34	2	22	4	50
COMPARISON TOTAL	331	43	92	45	179	43	15	45	47	43

Table A - 9

Median Percentile CTBS/U Math Scores by Language Fluency - Grade 3

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
District	28,941	35	18,907	34	6,410	37	1,283	39	2,341	35
Region A	4,075	36	3,108	36	643	34	143	43	181	31
Region B	3,180	25	1,520	20	1,126	31	208	30	326	26
Region C	4,157	19	3,576	18	319	27	80	26	182	27
Region F	4,253	40	2,970	44	793	34	202	40	288	30
Region G	2,296	33	951	30	971	35	84	35	290	29
Project Schools										
Wilmington (A)	55	29	28	41	21	23	--	--	6	12
Florence (B)	40	17	16	23	12	8	6	56	10	16
West Vernon (C)	53	24	27	24	22	25	1	16	4	30
San Fernando (F)	56	27	9	43	40	23	4	20	7	26
Sharp (F)	79	21	37	20	29	21	11	26	13	21
Evergreen (G)	63	33	24	35	26	39	2	66	13	28
Humphreys (G)	66	29	14	8	29	40	15	35	10	20
PROJECT TOTAL	412	26	155	26	179	26	34	35	63	21
Comparison Schools										
Hawaiian (A)	80	18	44	15	31	21	2	53	--	--
Loma Vista (B)	120	40	2	63	76	39	11	54	31	39
Trinity (C)	48	21	7	6	26	21	1	33	14	30
Haddon (F)	85	35	28	32	34	30	15	36	17	45
4th St. (G)	61	33	41	33	16	28	3	53	2	33
COMPARISON TOTAL	394	29	122	24	183	30	32	45	64	38

Table A - 10

Median Percentile CTBS/U Math Scores by Language Fluency - Grade 4

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
District	32,760	41	19,386	41	7,011	44	2,721	44	3,642	34
Region A	4,250	46	3,100	47	664	44	280	46	206	29
Region B	4,153	33	1,630	24	1,340	38	507	41	676	31
Region C	4,379	27	3,602	25	358	31	108	29	311	31
Region F	4,573	46	3,099	50	743	42	318	39	413	33
Region G	2,907	44	902	39	1,186	43	347	52	472	45
Project Schools										
Wilmington (A)	43	29	11	10	30	37	1	32	2	47
Florence (B)	75	34	23	23	10	57	33	51	30	38
West Vernon (C)	75	49	36	47	8	63	33	56	31	41
San Fernando (F)	54	31	--	--	45	31	5	26	9	24
Sharp (F)	92	32	68	32	12	33	10	47	12	38
Evergreen (G)	70	49	21	47	31	59	5	69	18	43
Humphreys (G)	105	44	30	31	32	53	27	47	22	29
PROJECT TOTAL	514	38	189	33	168	44	114	51	124	37
Comparison Schools										
Hawaiian (A)	115	23	40	25	46	20	21	31	9	11
Loma Vista (B)	178	32	3	43	74	32	35	58	94	31
Trinity (C)	71	42	9	42	37	38	2	57	25	44
Haddon (F)	128	37	37	24	39	37	36	47	39	46
4th St. (G)	102	45	55	50	42	38	7	29	5	25
COMPARISON TOTAL	594	33	112	28	248	32	99	46	174	35

Table A - 11

Median Percentile CTBS/U Math Scores by Language Fluency - Grade 5

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
District	35,975	42	19,658	43	7,642	46	4,082	45	4,593	32
Region A	4,444	46	3,128	47	693	46	358	43	265	31
Region B	5,010	34	1,804	29	1,586	41	732	41	888	29
Region C	4,711	29	3,711	29	427	34	230	34	343	30
Region F	4,842	47	3,216	51	717	45	439	46	470	31
Region G	3,880	43	991	42	1,310	45	701	45	878	38
Project Schools										
Wilmington (A)	108	49	16	53	41	41	3	32	51	51
Florence (B)	124	40	10	50	24	30	60	50	58	36
West Vernon (C)	104	33	26	26	38	43	35	43	40	33
San Fernando (F)	59	38	--	--	48	46	18	47	5	30
Sharp (F)	111	38	28	46	34	42	21	47	40	32
Evergreen (G)	89	49	17	45	39	47	40	54	16	41
Humphreys (G)	129	38	28	43	28	50	49	42	31	33
PROJECT TOTAL	724	41	125	42	252	43	226	47	241	38
Comparison Schools										
Hawaiian (A)	148	30	47	29	28	35	36	35	24	15
Loma Vista (B)	203	36	3	20	106	41	65	46	75	28
Trinity (C)	83	29	18	19	51	29	2	57	14	34
Haddon (F)	113	41	27	41	38	38	48	44	26	38
4th St. (G)	102	45	55	50	42	38	26	45	5	25
COMPARISON TOTAL	649	36	150	36	265	37	177	43	144	28

Table A - 12

Median Percentile CTBS/U Math Scores by Language Fluency - Grade 6

	Language Classification									
	N	Total %tile	N	English only %tile	N	Initial FEP %tile	N	Reclassified FEP %tile	N	LEP %tile
District	36,138	45	19,292	48	8,184	47	5,018	47	3,644	25
Region A	4,219	50	2,875	54	692	52	399	43	253	22
Region B	4,658	31	1,026	22	2,186	36	822	41	630	22
Region C	4,703	30	3,779	30	385	36	162	36	377	26
Region F	5,163	50	3,397	55	785	47	525	45	456	22
Region G	4,182	47	872	45	1,430	52	1,182	50	698	29
Project Schools										
Wilmington (A)	152	33	10	79	46	35	18	70	26	31
Florence (B)	141	38	15	33	29	43	72	40	39	21
West Vernon (C)	109	38	20	38	44	47	43	48	45	33
San Fernando (F)	85	41	--	--	54	41	27	46	12	26
Sharp (F)	131	38	39	31	29	47	42	52	28	19
Evergreen (G)	129	41	12	52	57	50	57	52	34	20
Humphreys (G)	124	45	24	36	30	48	60	62	13	43
PROJECT TOTAL	871	39	120	40	120	44	319	51	217	27
Comparison Schools										
Hawaiian (A)	141	40	30	40	33	59	73	35	6	15
Loma Vista (B)	---	--	--	--	--	--	--	--	--	--
Trinity (C)	96	35	5	23	85	38	5	36	6	12
Haddon (F)	124	31	34	29	54	45	43	42	26	23
4th St. (G)	123	50	18	43	72	55	57	56	6	35
COMPARISON TOTAL	484	39	87	35	244	47	178	44	44	21

Table A - 13

Median Percentile CTBS-Español Scores by Grade - Reading

	GRADE											
	N	1ST	N	2ND	N	3RD	N	4TH	N	5TH	N	6TH
District	16,857	48	14,711	37	12,855	38	9,497	43	5,282	31	2,561	35
Region A	934	48	762	39	678	38	492	43	246	29	132	29
Region B	3,792	48	3,331	39	2,947	38	2,185	43	1,082	31	303	37
Region C	2,079	48	1,930	29	1,651	31	1,336	35	892	26	539	31
Region F	1,637	45	1,296	35	1,204	36	847	41	469	29	319	35
Region G	3,200	48	2,862	43	2,647	41	2,065	47	1,003	35	550	37
Project Schools												
Wilmington (A)	126	45	115	51	100	49	92	51	32	31	13	31
Florence (B)	107	39	118	51	115	41	72	45	33	26	3	31
West Vernon (C)	102	45	109	37	105	28	69	33	42	14	27	34
San Fernando (F)	95	33	68	22	95	28	65	57	49	42	30	34
Sharp (F)	113	48	103	43	85	48	63	50	20	29	12	43
Evergreen (G)	128	56	102	41	113	48	96	57	75	42	24	40
Humphreys (G)	106	53	105	45	94	44	58	54	19	42	14	43
PROJECT TOTAL	777	48	720	42	717	40	515	50	270	30	123	37
Comparison Schools												
Hawaiian (A)	79	45	55	39	43	36	41	41	22	42	11	32
Loma Vista (B)	209	45	155	46	139	36	122	41	56	29	--	--
Trinity (C)	178	56	151	49	144	38	100	44	92	26	51	24
Haddon (F)	112	45	80	49	56	36	24	23	17	24	21	35
4th St. (G)	99	62	83	51	85	41	60	60	22	31	15	31
COMPARISON TOTAL	677	50	524	47	467	39	347	44	209	29	98	28

Table A - 14

Median Percentile Fall 1986 CTBS-Español Scores by Grade - Math

	GRADE											
	N	1ST	N	2ND	N	3RD	N	4TH	N	5TH	N	6TH
District	16,470	35	14,926	32	12,310	34	9,130	32	5,110	28	2,489	28
Region A	922	35	764	32	686	37	480	34	237	31	129	24
Region B	3,596	35	3,343	32	2,846	34	2,125	31	1,060	28	290	26
Region C	2,038	32	1,968	31	1,573	29	1,262	23	853	25	517	24
Region F	1,634	32	1,313	31	1,135	29	806	29	443	27	308	34
Region G	3,138	41	2,869	36	2,568	37	2,012	36	983	33	539	35
Project Schools												
Wilmington (A)	119	35	115	32	98	50	91	42	31	33	13	27
Florence (B)	109	35	119	32	106	43	70	34	32	27	3	12
West Vernon (C)	121	26	109	30	106	25	65	26	37	22	25	14
San Fernando (F)	91	28	66	32	88	42	64	40	47	22	30	32
Sharp (F)	121	35	104	22	81	29	61	32	20	25	11	35
Evergreen (G)	129	41	101	36	110	37	96	46	75	36	24	37
Humphreys (G)	106	41	105	34	88	37	59	38	18	45	14	39
PROJECT TOTAL	796	35	719	31	677	37	506	38	260	29	120	28
Comparison Schools												
Hawaiian (A)	77	35	55	42	42	42	39	31	21	45	10	27
Loma Vista (B)	207	32	157	34	138	35	118	38	53	28	--	--
Trinity (C)	167	35	152	42	141	35	96	34	88	26	50	16
Haddon (F)	123	32	81	27	49	42	20	27	17	31	21	26
4th St. (G)	95	41	83	32	82	35	60	48	22	39	15	36
COMPARISON TOTAL	669	34	528	36	452	36	333	37	201	30	96	22

Table A-15

Comparison of Eastman Project and Comparison School CTBS/U Reading Scores

School	Grade 1	2	3	4	5	6
Wilmington	23 (=)	37 (-8)	29 (11)	29 (6)	49 (19)	33 (-7)
Florence	20 (-3)	42 (-4)	17 (-23)	34 (2)	40 (4)	38 ----
West Vernon	23 (10)	19 (-18)	24 (3)	49 (7)	33 (4)	38 (1)
San Fernando	33 (6)	42 (-8)	27 (-8)	31 (-6)	38 (-3)	41 (8)
Sharp	20 (-7)	24 (-26)	21 (-8)	32 (-5)	38 (-3)	41 (5)
Evergreen	22 (-11)	40 (13)	33 (=)	49 (15)	49 (4)	41 (-9)
Humphreys	27 (-6)	27 (=)	29 (-4)	44 (11)	38 (-7)	45 (-5)

Note: Scores in parentheses refer to the median percentile scores of the comparison schools from the same region as the project schools; (-5) means that the students at a project school scored five percentile points below their comparison school peers.

Table A-16

Comparison of Eastman Project and Comparison School CTBS, U Math Scores

School	Grade 1	2	3	4	5	6
Wilmington	20 (1)	15 (-3)	25 (10)	25 (10)	26 (5)	20 (-4)
Florence	23 (=)	15 (-15)	13 (-13)	21 (-7)	25 (-4)	26 ----
West Vernon	6 (-13)	17 (-9)	25 (11)	33 (10)	24 (6)	23 (7)
San Fernando	23 (-6)	18 (-3)	21 (-13)	35 (10)	36 (11)	27 (3)
Sharp	28 (-1)	18 (-3)	28 (-6)	27 (2)	28 (3)	34 (10)
Evergreen	23 (=)	27 (-4)	26 (-3)	33 (-6)	36 (2)	28 (-5)
Humphreys	23 (=)	16 (-15)	22 (-7)	27 (-13)	34 (=)	30 (-3)

Note: Scores in parentheses refer to the median percentile scores of the comparison schools from the same region as the project schools; (-5) means that the students at a project school scored five percentile points below their comparison school peers.

Table A-17

Eastman Project Curriculum Design Classroom Observation Checklist Findings: Fall 1986

Category	M	N	Much Evidence f	Much Evidence %	Some Evidence f	Some Evidence %	No Evidence f	No Evidence %
1. Directed Lesson from Teacher		362	120	33.14%	179	50%	63	17%
2. Objective clearly stated and understood		355	62	17%	216	61%	77	22%
3. Room Environment: current, balanced, neat, attractive and functional		360	118	33%	234	65%	8	2%
4. Paraprofessional provides appropriate assistance		277	72	26%	120	43%	85	31%
5. Students properly grouped		345	107	31%	174	49%	64	20%
6. Instruction consistently conducted in primary language, Sheltered English or Mainstream English as appropriate		365	286	78%	69	19%	10	3%
7. Teacher and children use sufficent and appropriate materials for motivation and concept development		363	74	20%	240	66%	49	14%
8. Appropriate supplemental materials provided and activities accurred		342	37	11%	215	63%	90	26%
9. Appropriate teaching techniques/ methods used, variety of modalities:		345	47	14%	229	66%	69	20%
a. Motivational Materials		364	55	15%	216	59%	93	26%
b. Higher level questioning		365	29	8%	211	57%	125	35%
c. Varied modality		361	49	14%	220	61%	92	25%
d. Randomization		364	42	12%	258	71%	64	17%
0. Multicultural awareness activities occurred		248	21	8%	108	44%	119	48%

Note: The following scale was used: 3 = Much Evidence, 2 = Some Evidence, 1 = No Evidence

Table A-18

Eastman Project Curriculum Design Classroom Observation Checklist Findings: Spring 1987

Category	M	N	Much Evidence f	Much Evidence %	Some Evidence f	Some Evidence %	No Evidence f	No Evidence %
1. Directed Lesson from Teacher		363	130	36%	190	52%	43	12%
2. Objective clearly stated and understood		362	94	26%	204	56%	64	18%
3. Room Environment: current, balanced, neat, attractive and functional		366	120	33%	242	66%	4	1%
4. Paraprofessional provides appropriate assistance		268	87	32%	105	39%	76	29%
5. Students properly grouped		360	139	41%	161	47%	40	12%
6. Instruction consistently conducted in primary language, Sheltered English or Mainstream English as appropriate		366	295	81%	58	16%	13	3%
7. Teacher and children use sufficent and appropriate materials for motivation and concept development		358	93	26%	226	63%	39	11%
8. Appropriate supplemental materials provided and activities accurred		344	56	16%	203	59%	85	25%
9. Appropriate teaching techniques/ methods used, variety of modalities:		351	65	19%	243	69%	43	12%
a. Motivational Materials		365	78	21%	231	63%	56	16%
b. Higher level questioning		364	50	14%	203	56%	111	30%
c. Varied modality		365	59	16%	242	66%	64	18%
d. Randomization		360	65	18%	264	73%	31	9%
0. Multicultural awareness activities occurred		280	26	9%	114	41%	140	50%

Note: The following scale was used: 3 = Much Evidence, 2 = Some Evidence, 1 = No Evidence

Table A-19

Eastman Project Curriculum Design ESL Observation Checklist Findings: Fall 1986

Category	M	N	Much Evidence f	Much Evidence %	Some Evidence f	Some Evidence %	No Evidence f	No Evidence %
1. Directed Lesson from Teacher		57	34	60%	20	35%	3	5%
2. Teacher provides instruction		74	31	42%	36	49%	7	9%
3. Paraprofessional provides appropriate assistance		75	44	59%	27	36%	4	5%
4. Students properly grouped		72	18	25%	19	26%	35	49%
5. Spanish (L1) response restricted		75	23	31%	35	47%	17	22%
6. Teacher models English (L2)		72	31	43%	5	7%	36	50%
7. Sufficient and appropriate basic ESL materials used		72	45	63%	21	29%	6	8%
8. Sufficent, appropriate motivational and audiovisual materials used		77	16	21%	46	60%	15	19%
9. Appropriate teaching techniques/ methods used, i.e., simplified speech, comprehensive input, low affective filter, listening		74	15	20%	44	59%	15	21%
0. Teacher clarifies and checks student comprehension		76	15	20%	47	62%	14	18%
1. Listening and speaking skills included		76	17	22%	48	63%	11	15%
2. Appropriate writing skills included		77	15	19%	52	68%	10	13%
3. Teacher-child and child-child interaction occurred		40	4	10%	10	25%	26	65%

Note: The following scale was used: 3 = Much Evidence, 2 = Some Evidence, 1 = No Evidence

Table A-20

Eastman Project Curriculum Design ESL Observation Checklist Findings: Spring 1987

Category	M	N	Much Evidence f	Much Evidence %	Some Evidence f	Some Evidence %	No Evidence f	No Evidence %
1. Directed Lesson from Teacher		30	15	50%	15	50%	0	0%
2. Teacher provides instruction		67	25	37%	31	46%	11	17%
3. Paraprofessional provides appropriate assistance		69	38	55%	28	41%	3	4%
4. Students properly grouped		57	21	37%	15	26%	21	37%
5. Spanish (L1) response restricted		64	27	42%	28	44%	9	14%
6. Teacher models English (L2)		62	39	63%	6	10%	17	27%
7. Sufficient and appropriate basic ESL materials used		68	52	77%	14	20%	2	3%
8. Sufficent, appropriate motivational and audiovisual materials used		66	25	38%	27	41%	14	21%
9. Appropriate teaching techniques/ methods used, i.e., simplified speech, comprehensive input, low affective filter, listening		66	25	38%	30	45%	11	17%
0. Teacher clarifies and checks student comprehension		67	26	39%	28	42%	13	19%
1. Listening and speaking skills included		69	19	28%	42	61%	8	11%
2. Appropriate writing skills included		68	23	34%	41	60%	4	6%
3. Teacher-child and child-child interaction occurred		44	6	14%	18	41%	20	45%

Note: The following scale was used: 3 = Much Evidence, 2 = Some Evidence, 1 = No Evidence

Table A-21

Languages Used Across Subjects for Instructing LEP Students at the Comparison Schools

	Reading			Math			Science/Social Studies			Written Language			Oral Language/ESL			Art/Music/P.E.		
	Eng.	Mixed	Span.	Eng.	Mixed	Span.	Eng.	Mixed	Span.	Eng.	Mixed	Span.	Eng.	Mixed	Span.	Eng.	Mixed	Span.
K	26%	-	74%	8%	47%	44%	23%	77%	-	28%	47%	24%	59%	40%	1%	35%	45%	20%
1	4%	7%	89%	11%	61%	28%	35%	61%	41%	4%	25%	72%	63%	23%	14%	64%	22%	14%
2	24%	-	76%	39%	54%	8%	56%	42%	2%	21%	2%	77%	87%	5%	8%	78%	11%	11%
3	47%	24%	29%	49%	48%	3%	51%	45%	4%	26%	63%	11%	62%	31%	7%	87%	13%	-
4	52%	20%	28%	67%	28%	6%	65%	27%	8%	50%	19%	32%	75%	15%	10%	85%	11%	4%
5	57%	26%	17%	70%	30%	-	56%	44%	-	52%	10%	38%	82%	18%	-	82%	4%	13%
6	60%	20%	20%	45%	55%	-	46%	50%	4%	59%	41%	-	100%	-	-	98%	21%	-
Total	39%	14%	48%	41%	46%	13%	47%	49%	3%	34%	30%	36%	75%	19%	6%	76%	15%	9%

Note. The following abbreviation were used : Eng.= English, Span. = Spanish

Table A-22

Percentage Breakdown of Language(s) Used Across Grades for Instructing LEP Students at the Comparison Schools

	LANGUAGE OF INSTRUCTION		
Grade	English	Mixed	Spanish
K	30%	42%	27%
1	30%	33%	37%
2	51%	19%	30%
3	54%	37%	9%
4	66%	20%	15%
5	67%	22%	11%
6	68%	28%	4%
Total	52%	29%	19%

Note. Mixed refers to instruction provided in both English and Spanish.

Table A - 23

Teacher Satisfaction with Eastman Project Curriculum Design - 1986-87

	Mean	N	Very Satisfied f	Very Satisfied %	Satisfied f	Satisfied %	Undecided f	Undecided %	Dissatisfied f	Dissatisfied %	Very Dissatisfied f	Very Dissatisfied %
Project Schools												
Wilmington (A)		34	1	3	11	32	12	35	8	24	2	6
Florence (B)		42	3	7	13	31	11	26	9	21	6	14
West Vernon (C)		40	6	15	8	20	14	35	3	8	9	22
San Fernando (F)		36	1	3	20	56	8	22	4	11	3	8
Sharp (F)		44	9	21	17	39	14	32	4	9	0	0
Evergreen (G)		23	4	17	13	57	3	13	3	13	0	0
Humphreys (G)		28	1	4	9	32	4	14	10	36	4	14
TOTAL		247	25	10	91	37	66	27	41	17	24	9
Grade												
K		33	4	12	15	46	10	30	4	12	0	0
1		47	6	13	18	38	12	26	8	17	3	6
2		32	4	13	17	53	5	16	3	9	3	9
3		32	4	13	13	41	6	19	5	16	4	13
4		31	0	0	9	29	10	32	5	16	7	23
5		27	3	11	6	22	8	30	5	19	5	19
6		27	1	4	10	37	6	22	8	30	2	7
TOTAL		229	22	10	88	38	57	25	38	17	24	10

Note: The following scale was used: 5 = Strongly Satisfied, 4 = Satisfied, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree.

Table A - 24

Teacher Satisfaction with Pre-Eastman Bilingual Program - 1985-86

	N	Very Satisfied f	Very Satisfied %	Satisfied f	Satisfied %	Undecided f	Undecided %	Dissatisfied f	Dissatisfied %	Very Dissatisfied f	Very Dissatisfied %
Project Schools											
Wilmington (A)	44	14	32	15	34	6	14	8	18	1	2
Florence (B)	47	8	17	24	51	13	28	2	4	0	0
West Vernon (C)	40	1	3	14	35	13	33	10	25	2	5
San Fernando (F)	39	2	5	9	23	14	36	11	28	3	8
Sharp (F)	43	2	5	11	26	15	35	11	26	4	8
Evergreen (G)	49	4	8	13	27	15	31	12	25	5	10
Humphreys (G)	43	0	0	9	21	19	44	12	28	3	7
TOTAL	305	31	10	95	31	95	31	66	22	18	6

Note: The following scale was used: 5 = Strongly Satisfied, 4 = Satisfied, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree.

Table A - 25

Satisfaction of Comparison School Teachers with Current Bilingual Program by Subgroups

Subgroup	N	Very Satisfied f	Very Satisfied %	Satisfied f	Satisfied %	Undecided f	Undecided %	Dissatisfied f	Dissatisfied %	Very Dissatisfied f	Very Dissatisfied %
Schools											
Loma Vista (B)	42	1	2	14	33	6	14	10	23	11	26
Trinity (C)	35	2	6	13	37	5	14	12	34	3	9
Haddon (F)	35	1	3	13	37	10	29	7	20	4	11
4th Street (G)	25	4	16	11	44	4	16	6	24	0	0
TOTAL	137	8	6	51	37	25	18	35	26	18	13
Teacher Assigned Grade											
Primary Grade (K-3)	80	6	8	33	41	13	16	19	24	9	11
Upper Grade (4-6)	45	2	4	12	27	11	24	13	29	7	16
TOTAL	125	8	6	45	36	24	19	32	26	16	13
Bilingual Program Teachers											
Yes	118	8	7	43	36	22	19	28	24	17	14
No	16	0	0	7	44	2	13	6	38	1	6
TOTAL	134	8	7	50	37	24	18	34	25	18	13
Teaching Status											
Provisional/Emergency	28	2	7	10	36	10	36	4	14	2	7
Probationary	13	1	8	7	54	0	0	3	23	2	15
Permanent	93	5	5	33	36	14	15	27	29	14	15
TOTAL	134	8	6	50	37	24	18	34	25	18	13

Note: The following scale was used: 5 = Strongly Satisfied, 4 = Satisfied, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree.

Table A - 26

Teachers' Understanding of Eastman Project Curriculum Design

School	N	Very Well f	Very Well %	Well f	Well %	Not Sure f	Not Sure %	Not Too Well f	Not Too Well %	Not At All f	Not At All %
1986-87											
Wilmington (A)	33	14	42	11	33	7	21	1	3	0	0
Florence (B)	41	14	34	22	54	3	7	2	5	0	0
West Vernon (C)	39	15	39	16	41	6	15	1	3	1	3
San Fernando (F)	36	3	8	17	47	13	36	2	6	1	3
Sharp (F)	43	12	28	29	67	2	5	0	0	0	0
Evergreen (G)	22	5	23	8	36	5	23	4	18	0	0
Humphreys (G)	28	7	25	18	64	0	0	3	11	0	0
TOTAL	242	70	29	121	50	36	15	13	5	2	1
1985-86											
Wilmington (A)	42	13	31	25	60	2	5	2	5	0	0
Florence (B)	47	8	17	15	32	16	34	6	13	2	4
West Vernon (C)	39	6	15	16	41	10	26	3	8	4	10
San Fernando (F)	39	3	8	15	39	15	39	5	13	1	3
Sharp (F)	43	6	14	12	28	20	47	3	7	2	5
Evergreen (G)	50	2	4	20	40	12	24	15	30	1	2
Humphreys (G)	44	3	7	10	23	20	46	9	21	2	5
TOTAL	304	41	14	113	37	95	31	43	14	12	4

Note: The following scale was used: 5 = Very Well, 4 = Well, 3 = Not Sure, 2 = Not Too Well, 1 = Not At All.

Table A-27

Parent Attitudes Toward School--Project School English-Speaking Parents

Item	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
I Am Satisfied With The School's Instructional Program	278	228	82%	38	14%	12	4%
Children Who Speak Two Languages Do Better in School	278	151	54%	71	26%	56	20%
Children Do Not Receive Enough Help in Learning to Read and Write English	278	85	31%	85	30%	108	39%
Parents Need to Meet with Teachers to Help Improve Children's Grades	280	264	94%	11	4%	5	2%
I Liked School a Great Deal When I was a Student	275	215	78%	37	14%	23	8%
My Child Feels Good About School	282	245	87%	15	5%	22	8%
It is Important that Spanish-Speaking Children Learn to Read and Write in Spanish	280	152	54%	54	20%	74	26%
Teachers Treat Non-English Speaking Students the Same as English-Speaking Students	278	144	52%	73	26%	61	22%
Teachers Expect All Students to Succeed in School	276	251	91%	12	4%	13	5%
Children Show Respect to Their Teachers	279	180	65%	67	24%	32	11%

Table A-28

Parent Attitudes Toward School--Comparison School English-speaking Parents

Item	N	Agree f	Agree %	Undecided f	Undecided %	Disagree f	Disagree %
I Am Satisfied With The School's Instructional Program	379	296	78%	50	14%	33	8%
Children Who Speak Two Languages Do Better in School	375	171	45%	111	30%	93	25%
Children Do Not Receive Enough Help in Learning to Read and Write English	389	140	36%	107	27%	142	37%
Parents Need to Meet with Teachers to Help Improve Children's Grades	380	363	96%	9	2%	8	2%
I Liked School a Great Deal When I was a Student	373	304	81%	33	9%	36	10%
My Child Feels Good About School	379	335	88%	25	7%	19	5%
It is Important that Spanish-Speaking Children Learn to Read and Write in Spanish	376	188	50%	77	20%	111	30%
Teachers Treat Non-English Speaking Students the Same as English-Speaking Students	375	174	46%	102	27%	99	26%
Teachers Expect All Students to Succeed in School	377	332	88%	30	8%	15	4%
Children Show Respect to Their Teachers	375	263	70%	73	20%	39	10%

Table A - 29

Parent Attitudes Toward School--Spanish-Speaking Students

Item	Project Schools						
	N	f	%	f	%	f	%
I Am Satisfied With The School's Instructional Program	487	463	95%	16	3%	8	2%
Children Who Speak Two Languages Do Better in School	494	469	95%	17	3%	8	2%
Children Do Not Receive Enough Help in Learning to Read and Write English	458	237	52%	91	20%	130	28%
Parents Need to Meet with Teachers to Help Improve Children's Grades	491	484	99%	4	.5%	3	.5%
I Liked School a Great Deal When I was a Student	467	439	94%	16	3%	12	2%
My Child Feels Good About School	458	424	93%	24	5%	10	2%
It is Important that Spanish-Speaking Children Learn to Read and Write in Spanish	473	427	90%	21	4%	25	5%
Teachers Treat Non-English Speaking Students the Same as English-Speaking Students	465	341	73%	82	18%	42	9%
Teachers Expect All Students to Succeed in School	490	476	97%	8	2%	6	1%
Children Show Respect to Their Teachers	474	346	73%	111	23%	17	4%

Table A-30

Parent Attitudes Toward School--Spanish-Speaking Students

Item	Comparison Schools						
	N	f	%	f	%	f	%
I Am Satisfied With The School's Instructional Program	479	450	94%	20	4%	8	2%
Children Who Speak Two Languages Do Better in School	484	428	88%	40	8%	17	4%
Children Do Not Receive Enough Help in Learning to Read and Write English	457	242	53%	88	19%	127	28%
Parents Need to Meet with Teachers to Help Improve Children's Grades	486	480	99%	4	.5%	2	.5%
I Liked School a Great Deal When I was a Student	475	440	93%	22	5%	13	2%
My Child Feels Good About School	461	430	93%	28	6%	3	1%
It is Important that Spanish-Speaking Children Learn to Read and Write in Spanish	471	427	91%	19	4%	29	6%
Teachers Treat Non-English Speaking Students the Same as English-Speaking Students	468	341	73%	87	19%	40	9%
Teachers Expect All Students to Succeed in School	481	476	99%	5	1%	0	0%
Children Show Respect to Their Teachers	470	347	74%	110	23%	13	3%

APPENDIX B

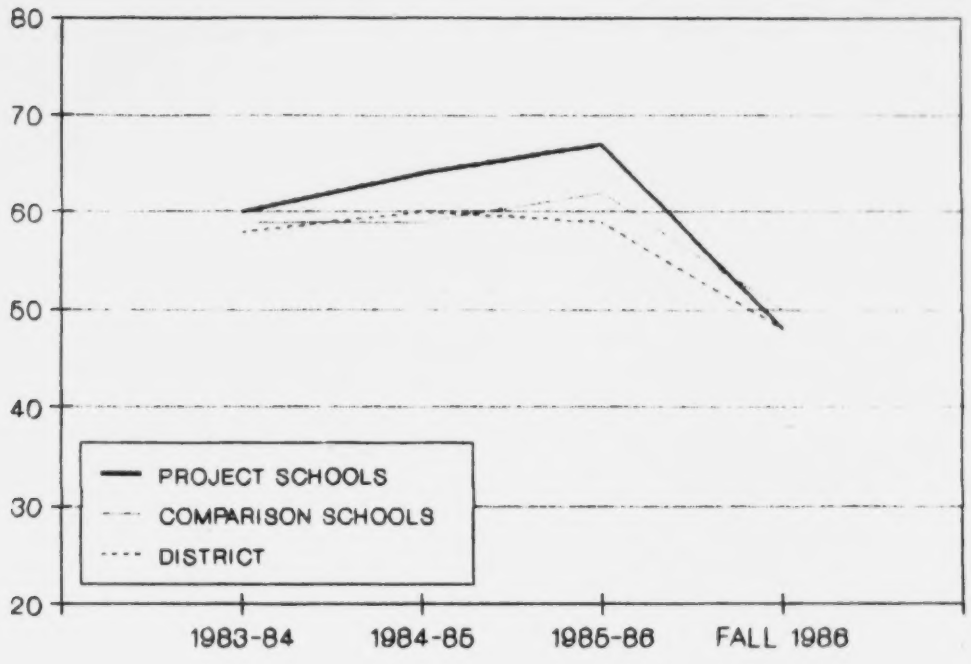


Figure B-1. First-grade CTBS-Español reading scores.

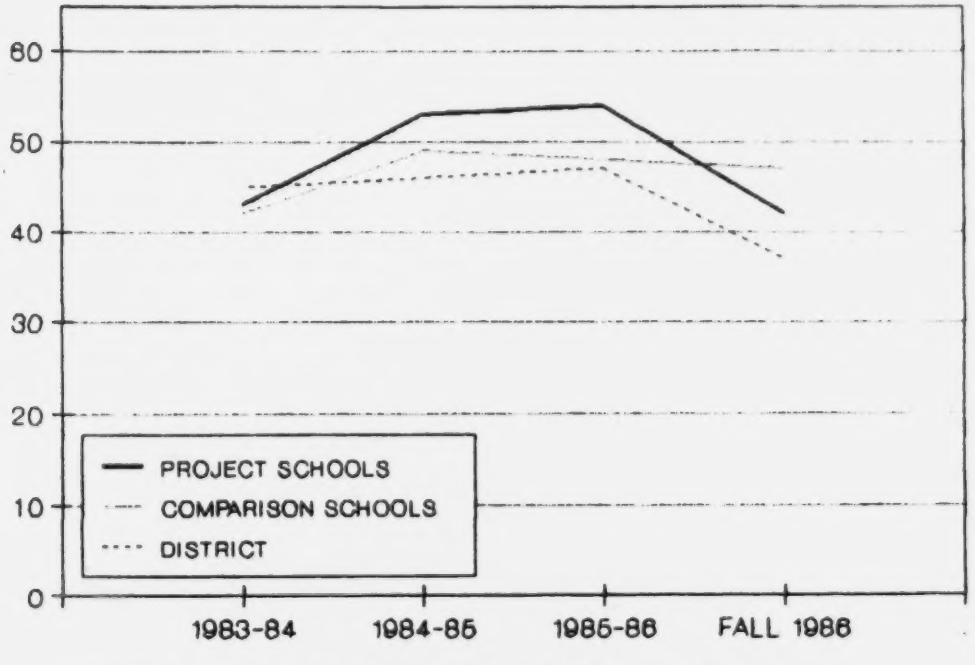


Figure B-2. Second-Grade CTBS-Español reading scores.

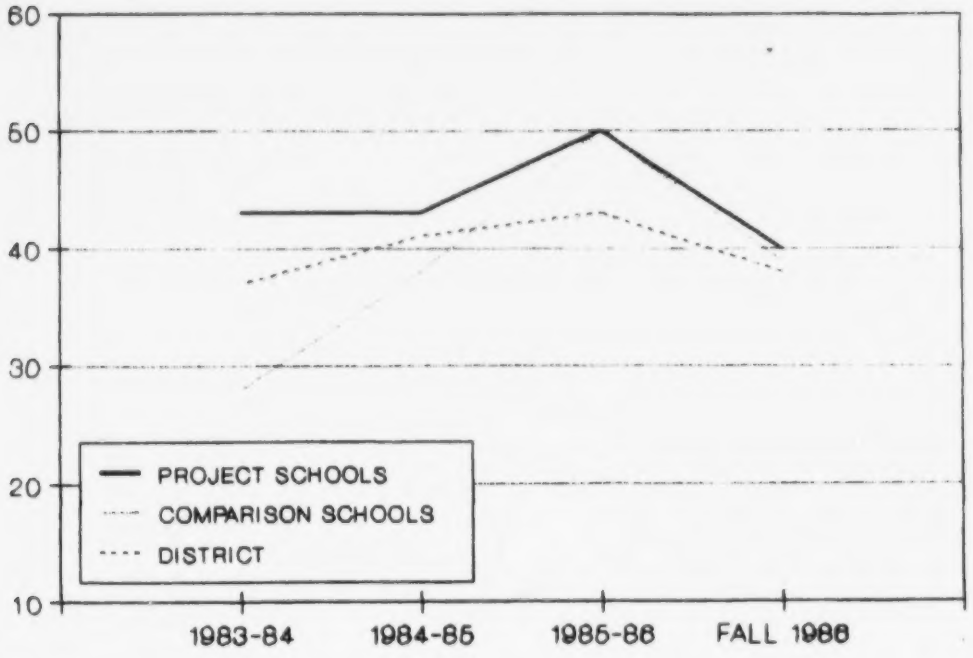


Figure B-3. Third-grade CTBS-Español reading scores.

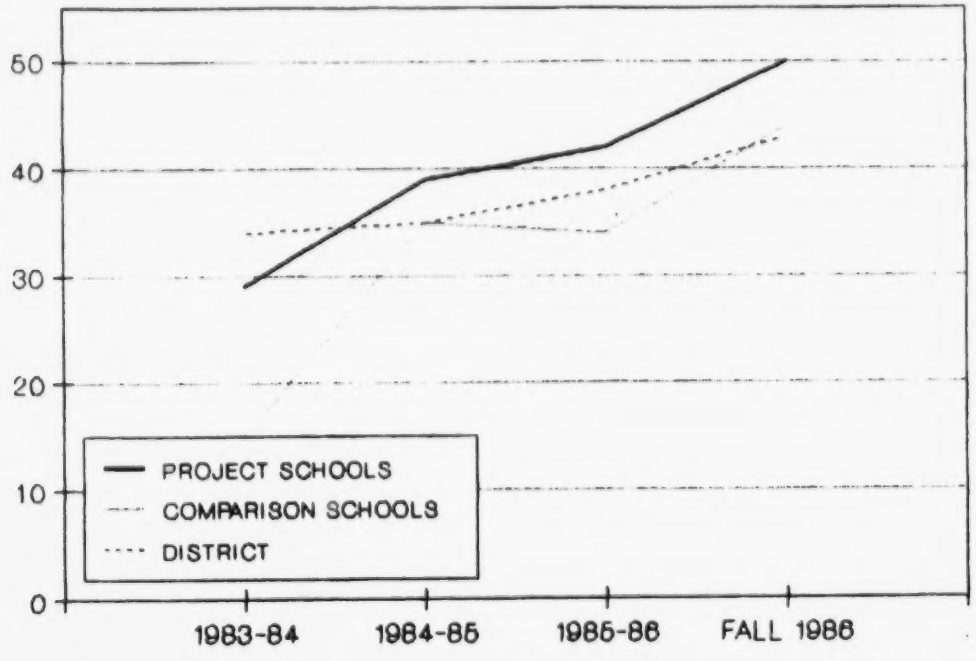


Figure B-4. Fourth-grade CTBS-Español reading scores.

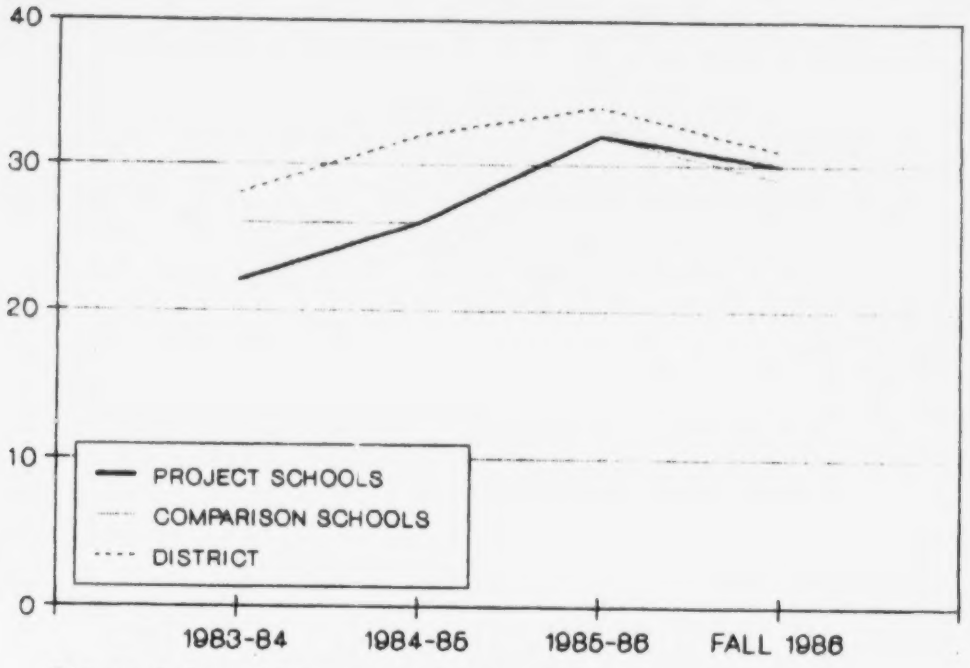


Figure B-5. Fifth-grade CTBS-Español reading scores.

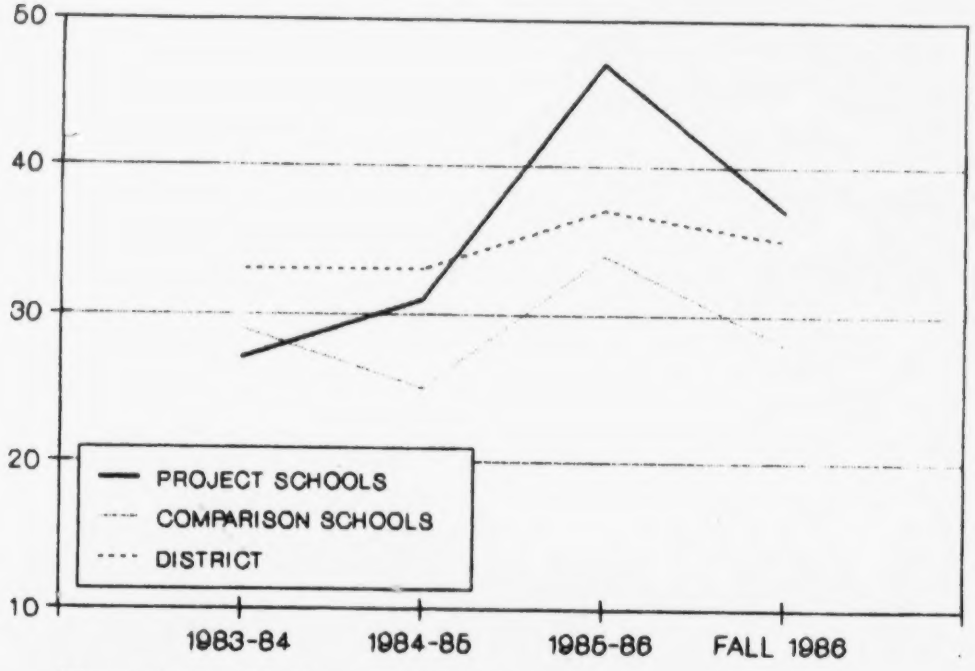


Figure B-6. Sixth-grade CTBS-Español reading scores.

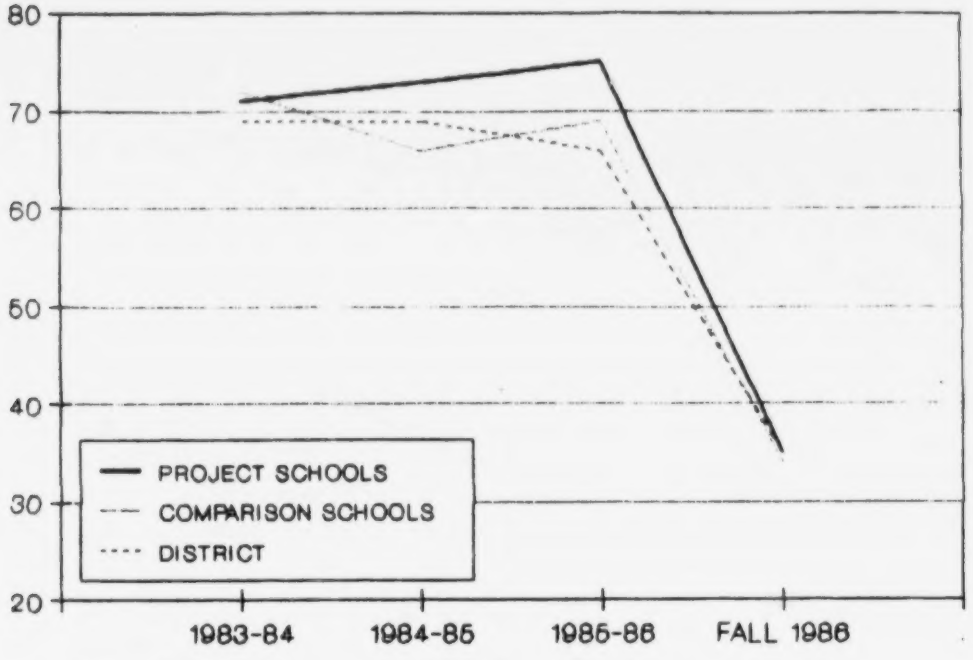


Figure B-7. First-grade CTBS-Español mathematics scores.

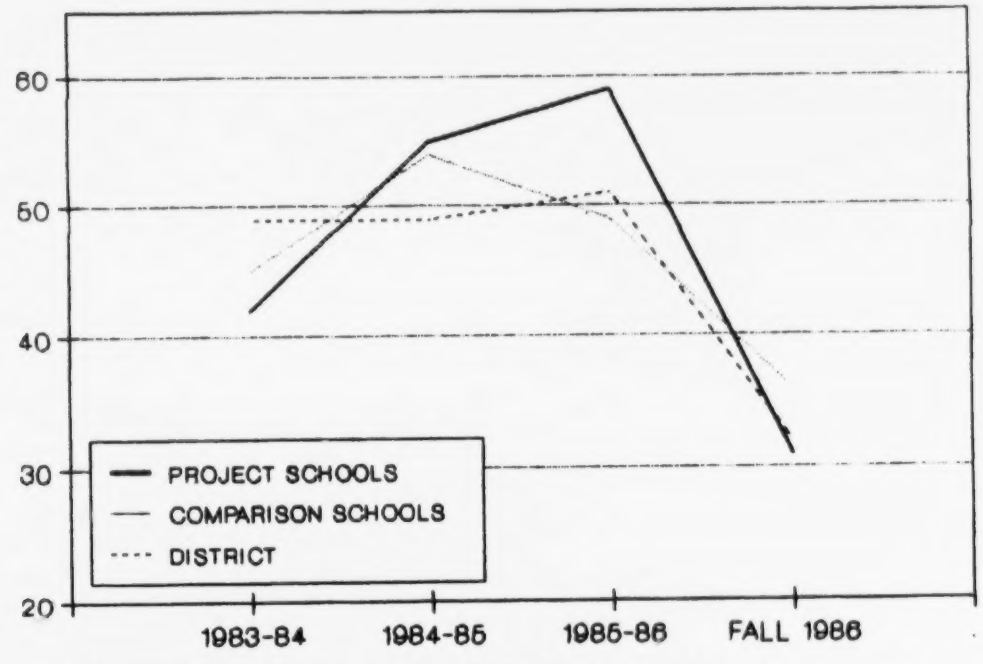


Figure B-8. Second-grade CTBS-Español mathematics scores.

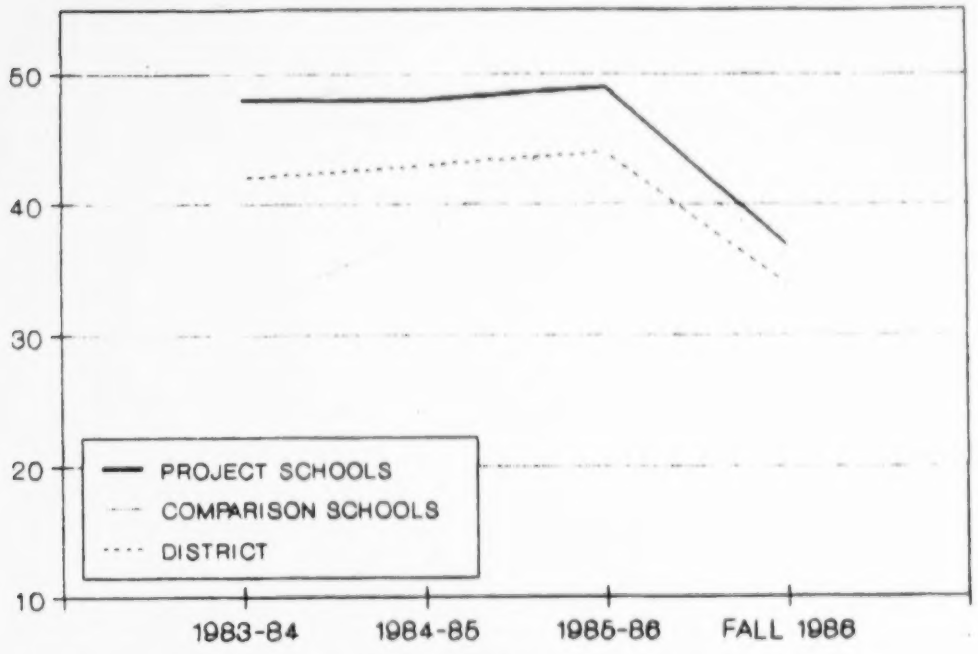


Figure B-9. Third-grade CTBS-Español mathematics scores.

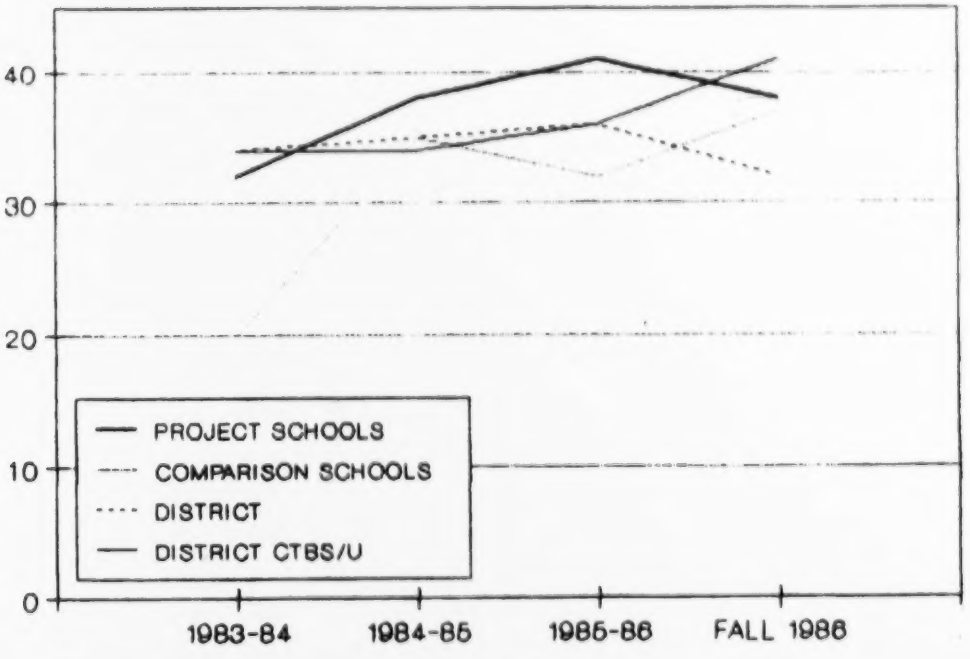


Figure B-10. Fourth-grade CTBS-Español mathematics scores.

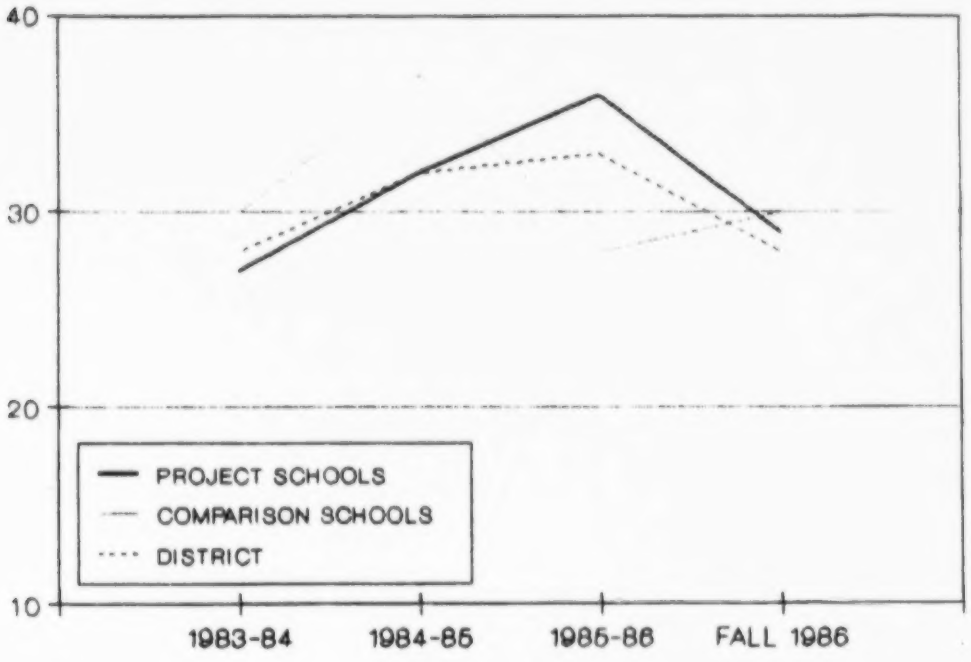


Figure B-11. Fifth-grade CTBS-Español mathematics scores.

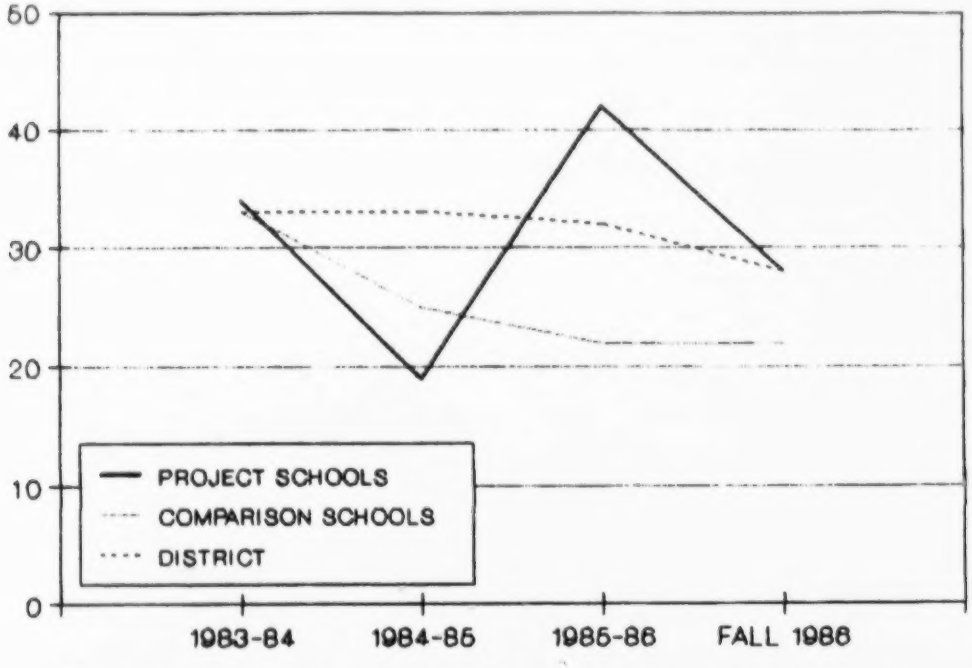


Figure B-12. Sixth-grade CTBS-Español mathematics scores.

APPENDIX C

LOS ANGELES UNIFIED SCHOOL DISTRICT • RESEARCH AND EVALUATION BRANCH

COMPLETED BY: STATUS

Administrator ○ AI/AN ○
Aide/TA ○ A ○
Coordinator ○ B ○
Parent ○ [illegible] ○
Student ○ H ○
Teacher ○ PI ○
Other 1 ○ W ○
Other 2 ○ [illegible] ○
Other 3 ○ [illegible] ○
Other 4 ○ X 3 ○

STUDENT'S GRADE: ○ P ○ K ① ② ③ ④ ⑤ ⑥ ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ A

SEX: ○ Male ○ Female

A B C D E F G H I J K L M N O P Q R S T U V

NAME Eastman Project Leadership Training Team

SCHOOL

DATE

Topic: _____

I am a/an _____
(administrator, program advisor, resource teacher, etc.)

Use this scale to rate each of the following statements.
Complete each item by filling one circle completely with lead pencil.

		① Strongly Disagree	② Disagree	③ Undecided	④ Agree	⑤ Strongly Agree
1.	The presenter/s was/were knowledgeable about the subject.	①	②	③	④	⑤
2.	The presenter/s was/were prepared for the presentation.	①	②	③	④	⑤
3.	The presentation was unclear and difficult to understand.	①	②	③	④	⑤
4.	There was enough time to understand the subject matter of the presentation.	①	②	③	④	⑤
5.	The activities (films, hands-on, etc.) helped me understand the concepts of the presentation.	①	②	③	④	⑤
6.	Overall, the presentation was well organized.	①	②	③	④	⑤
7.	The materials helped me understand the concepts of the presentation	①	②	③	④	⑤
8.	The presentation increased my knowledge and skills.	①	②	③	④	⑤
9.	I will be able to replicate this presentation for my school staff .	①	②	③	④	⑤
10.	Overall, this presentation was excellent.	①	②	③	④	⑤
		①	②	③	④	⑤
		①	②	③	④	⑤
		①	②	③	④	⑤
		①	②	③	④	⑤

Please answer additional questions on the back

Form A

LOS ANGELES UNIFIED SCHOOL DISTRICT • RESEARCH AND EVALUATION BRANCH

COMPLETED BY: STATUS

Administrator
Aide/TA
Coordinator
Parent
Student
Teacher
Other 1
Other 2
Other 3
Other 4

AI/AN
A
B
F
H
W
Z
< 1
< 2
< 3

STUDENT'S GRADE: P K 1 2 3 4 5 6 7 8 9 10 11 12 A

SEX: Male, Female

A B C D E F G H I J K L M N O P Q R S T U V

NAME Eastman Project School Staff Development

SCHOOL

DATE

Topic: _____

I am a _____
(K-3 teacher, 4-6 teacher, special education teacher, resource teacher, etc.)

Use this scale to rate each of the following statements. Complete each item by filling one circle completely with lead pencil.

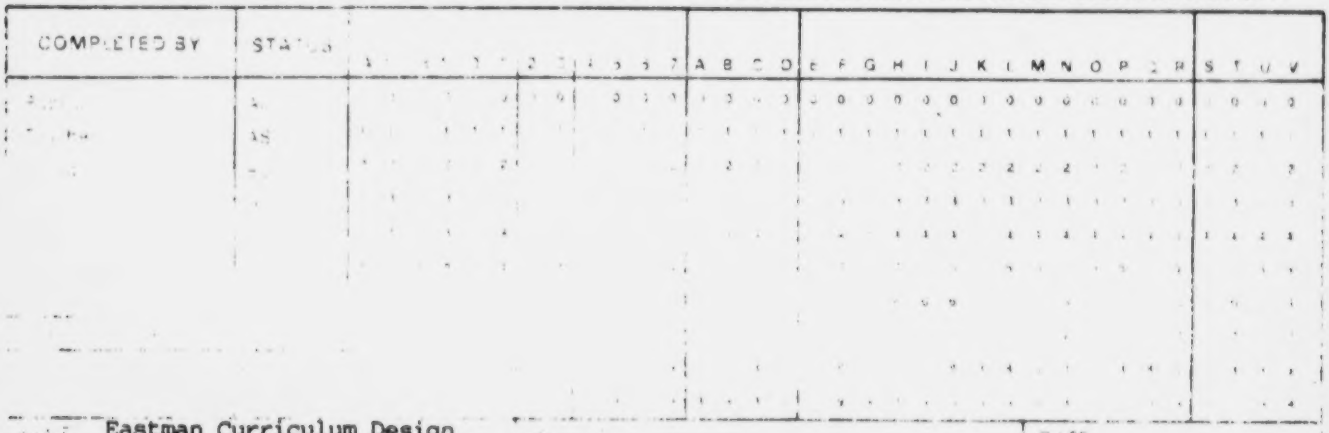
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	The presenter/s was/were knowledgeable about the subject	1	2	3	4	5
2.	The presenter/s was/were prepared for the presentation	1	2	3	4	5
3.	The presentation was unclear and difficult to understand	1	2	3	4	5
4.	There was enough time to understand the subject matter of the presentation	1	2	3	4	5
5.	The activities (films, hands-on, etc.) helped me understand the concepts of the presentation	1	2	3	4	5
6.	Overall, the presentation was well organized	1	2	3	4	5
7.	The materials helped me understand the concepts of the presentation	1	2	3	4	5
8.	The presentation increased my knowledge and skills	1	2	3	4	5
9.	I will be able to implement in my classroom two new ideas I learned from this presentation	1	2	3	4	5
10.	Overall, this presentation was excellent	1	2	3	4	5

Please answer additional questions on the back

1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
1 2 3 4 5

Form B

205



Eastman Curriculum Design
Classroom Observation Checklist

DATE

Teacher's Name: _____ Grade: ___ Room: ___

Subject Observed: _____ Observer's Name: _____

Language of Instruction: English Spanish Both

	Much Evidence	Some Evidence	Little Evidence	No Evidence	Not Applicable
1. Directed lesson from teacher					
2. Objective clearly stated and understood					
3. Room environment: current, balanced, neat, attractive and functional					
4. Paraprofessional provides appropriate assistance					
5. Students properly grouped					
6. Instruction consistently conducted in primary language, sheltered English or mainstream English as appropriate					
7. Teacher and children use sufficient and appropriate materials for motivation and concept development					
8. Appropriate supplemental materials provided and activities occurred					
9. Appropriate teaching techniques/methods used; variety of modalities:					
a. Motivational materials					
b. Higher level questioning					
c. Varied modality					
d. Randomization					
10. Multicultural awareness activities occurred					

LOS ANGELES UNIFIED SCHOOL DISTRICT • RESEARCH AND EVALUATION BRANCH

COMPLETED BY: STATUS

Administrator ○ AI/AN ○
Aide/TA ○ A ○
Coordinator ○ B ○
Parent ○ F ○
Student ○ H ○
Teacher ○ PI ○
Other 1 ○ W ○
Other 2 ○ X 1 ○
Other 3 ○ X 2 ○
Other 4 ○ X 3 ○

STUDENT'S GRADE: P K 1 2 3 4 5 6 7 8 9 10 11 12 A

SEX: ○ Male ○ Female

A B C D E F G H I J K L M N O P Q R S T U V

NAME Eastman Curriculum Design ESL Observation Checklist

SCHOOL

DATE

Teacher's Name: _____ Grade: _____ Room: _____

Observer's Name: _____

Time of Observation _____ Eastman Project Phase ___

Circle only one: Grammar Based Natural Language Mixed Languages

		1 Much Evidence	2 Some Evidence	3 Little Evidence	4 No Evidence	5 Not Applicable
1.	Directed lesson taught	1	2	3	4	5
2.	Teacher provides instruction	1	2	3	4	5
3.	Paraprofessional provides appropriate assistance	1	2	3	4	5
4.	Students properly grouped.	1	2	3	4	5
5.	L_1 response restricted	1	2	3	4	5
6.	Teacher models L_2	1	2	3	4	5
7.	Sufficient and appropriate basic ESL materials used.	1	2	3	4	5
8.	Sufficient, appropriate motivational and audio-visual materials used	1	2	3	4	5
9.	Appropriate teaching techniques/methods used, (simplified speech, comprehensible input, low affective filter, listening)	1	2	3	4	5
10.	Teacher clarifies and checks student comprehension	1	2	3	4	5
11.	Listening and speaking skills included	1	2	3	4	5
12.	Appropriate writing skills included	1	2	3	4	5
13.	Teacher-child and child-child interaction occurred	1	2	3	4	5

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Date: April 16, 1987

DUE DATE: April 29, 1987

TO: Principals of Selected Elementary Schools

FROM: Floraline I. Stevens, Director

SUBJECT: LANGUAGE OF INSTRUCTION SURVEY

I. Purpose
II. Materials and Procedures

I. PURPOSE

As part of the Eastman Project evaluation design, the Research and Evaluation Branch is administering the Language of Instruction Survey. A sample is attached for your information. The purpose of this survey is to collect information about the language(s) used for instructing limited-English proficient (LEP) pupils.

II. MATERIALS AND PROCEDURES

The enclosed packet identifies the teachers randomly selected to participate in the survey. Each teacher will complete one survey form for three LEP pupils selected from his or her classroom. Enclosed is a packet for each teacher containing the three survey forms for the three LEP pupils selected from their classrooms.

The procedures are the following:

1. Complete the survey during the week of April 20-24

2. Return the completed surveys in the enclosed envelope to Research and Evaluation Branch by school mail no later than April 29, 1987

For assistance, please call Jesús Salazar, Research Associate, at (213) 625-6026.

APPROVED: PAUL POSSEMATO, Associate Superintendent
Policy Implementation and Evaluation

This request for information is acknowledged by the Office of the Deputy Superintendent.

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LANGUAGE OF INSTRUCTION SURVEY

I. ENGLISH INSTRUCTION

For each subject, place a check mark (✓) to indicate the person responsible for providing instruction primarily in English to this pupil. Check more than one person per subject if applicable. For subjects that involve team teaching or are fully departmentalized, (the pupil is taught by another teacher, e.g., math or science), write the name of the team or departmental teacher responsible for providing the instruction.

	ENGLISH LANG. ARTS			MATH	OTHER ACADEMIC SUBJECTS				OTHER SUBJECTS		
	Oral English/ESL	Reading	Written Composition	Mathematics	Social Studies	Science	Health	Multi-Cultural Enrichment	Music	Art	Physical Education
1. Classroom Teacher											
2. Team Teacher Name: _____											
3. Departmental Teacher Name: _____											
4. Bilingual Paraprofessional											
5. Bilingual Peer											

Check (✓) the English fluency level that best describes this pupil's language proficiency:

___ Non-English

___ Very limited-English

___ Limited-English

___ Fluent-English

___ Very fluent-English

II. SPANISH INSTRUCTION

For each subject, place a check mark (✓) to indicate the person responsible for providing instruction primarily in Spanish to this pupil. Check more than one person per subject if applicable. For subjects that involve team teaching or are fully departmentalized, write the name of the team or departmental teacher responsible for providing the instruction.

	SPANISH LANG. ARTS			MATH	OTHER ACADEMIC SUBJECTS				OTHER SUBJECTS		
	Oral Spanish	Reading	Written Composition	Mathematics	Social Studies	Science	Health	Multi-Cultural Enrichment	Music	Art	Physical Education
1. Classroom Teacher											
2. Team Teacher Name: _____											
3. Departmental Teacher Name: _____											
4. Bilingual Paraprofessional											
5. Bilingual Peer											

(CONTINUED ON REVERSE SIDE)

III. INSTRUCTIONAL SCHEDULE

Complete the schedule below to indicate the instructional program this pupil is receiving on a daily/weekly basis. For the Language of Instruction column, indicate the language used for instructing the pupil in each subject, e.g., English, English with Spanish translation, Spanish, mostly in Spanish with some English, etc.

Time	Days	Subject	Language of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Date: April 29, 1987

DUE DATE: May 29, 1987

TO: Principals of Selected Elementary Schools

FROM: Floraline I. Stevens, Director

SUBJECT: CERTIFICATED STAFF QUESTIONNAIRE

I. Purpose
II. Materials and Procedures

I. PURPOSE

As part of the Eastman Project evaluation design, the Research and Evaluation Branch requests the completion of the Certificated Staff Questionnaire. A sample is attached for your information. The purpose of the questionnaire is to collect information on school staff attitudes and feelings toward the Eastman Curriculum Design Project.

II. MATERIALS AND PROCEDURES

The enclosed packet contains a questionnaire for each certificated staff member. It is to be completed by all teachers, coordinators and school administrators.

Please follow these procedures:

1. Distribute questionnaires to all certificated staff members during your next staff development session or faculty meeting

2. Instruct the school staff to complete the questionnaires at a designated time during the staff development session or faculty meeting

3. Collect questionnaires at the end of the session and return completed questionaires to Research and Evaluation Branch by school mail in the enclosed enveloped by May 29, 1987

For assistance, please call Jesús Salazar, Research Associate, at (213) 625-6026.

APPROVED: PAUL POSSEMATO, Associate Superintendent
Policy Implementation and Evaluation

This request for information is acknowledged by the Office of the Deputy Superintendent.

_____
School

EASTMAN CURRICULUM DESIGN PROJECT

Certificated Staff Questionnaire--Spring 1987

Your school is participating in the Eastman Curriculum Design Project, a project designed to improve the instructional program at the school. As part of that effort, we are requesting your responses to this questionnaire to provide us with your opinions about the current status of the instructional program at your school, suggestions you have for its improvement, and background data about the certificated staff at the school.

To ensure confidentiality for all respondents, please **DO NOT SIGN YOUR NAME** to the questionnaire. Thank you for your cooperation.

SECTION 1.0: General Information

1.1 Indicate the grade level you are assigned to teach and/or your instructional status at the school (check more than one category if applicable).

Assigned Grade: _____ (1) Resource ( ) (2) Special Ed. ( ) (3)

Other ( ) (4)
Specify _____

1.2 Indicate the type(s) of bilingual teaching authorization you presently possess: (target language: Spanish)

( ) (1) Bilingual Crosscultural Specialist Credential
( ) (2) Standard Credential with Bilingual Emphasis
( ) (3) Emergency Bilingual Credential
( ) (4) Certificate of Competence
( ) (5) A Level Distruct Fluency
( ) (6) B Level District Fluency
( ) (7) C Level District Fluency
( ) (8) Waiver
( ) (9) None of the above

1.3 ( ) Indicate your total number of years teaching experience.

1.4 ( ) Indicate your total number of years teaching in a bilingual classroom.

1.5 ( ) Indicate your total number of years teaching in the Los Angeles Unified School District.

1.6 Were you teaching at your current school last year (1985-86)?

( ) Yes
( ) No

1.7 Is your primary teaching assignment instructing limited-English proficient (LEP) students?

( ) Yes
( ) No

1.8 Indicate your teaching status:

( ) (1) Provisional or Emergency
( ) (2) Probationary
( ) (3) Permanent

1.9 In general, how satisfied are you with the way the Eastman Project is operating at your school? (CHECK ONE)

( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)
Very Satisfied	Satisfied	Not Sure	Dissatisfied	Very Dissatisfied

1.10 One of the main objectives of the Eastman Project has been to implement a curriculum design that is articulated across all grade levels, and is understood by all staff members. How well do you understand the curriculum design?

( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)
Very well	Well	Not sure	Not too well	Not at all

1.11 Given a choice, would you continue participating in the Eastman Project?

( ) Yes
( ) No

1.12 What do you believe is the Eastman Project's greatest strength at your school?

_____

_____

_____

1.13 What do you believe is the Eastman Project's greatest weakness at your school?

_____

_____

_____

1.14 What aspects of the Eastman Project curriculum design do you feel improve the instructional program at your school?

_____

_____

_____

1.15 What project staff development sessions have been most beneficial to you?

_____

_____

_____

1.16 In what areas do you feel you would benefit from additional staff development?

_____

_____

_____

SECTION 2.0: Minority Language in Education

Please indicate the extent to which you agree or disagree with the following statements. Mark an "x" in the appropriate box. Make only one choice for each item.

2.1 Language minority students gain academic advantages by achieving high levels of proficiency in both the minority and English languages.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.2 Instructional time devoted to minority language instruction is valuable time lost for English language development.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.3 The more time language minority students spend in the study of English, the better their eventual English language proficiency.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.4 Traditionally, when language minority students are schooled in English only programs, they perform poorly on academic and language measures.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.5 Many academic skills learned in the minority language are applicable to and/or transferrable to similar skills in English.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.6 Providing language minority students with substantial amounts of minority language instruction will enhance and not hinder English language acquisition.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.7 In general, the self-esteem of language minority students is not improved by minority language instruction.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.8 Initial reading instruction in the minority language (vs. English) is more efficient and often more effective for those language minority children who are clearly more proficient in the native language than in English.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.9 Clearly, if language minority students are schooled in both English and the minority language, it will take twice as long for them to progress through the school curriculum.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.10 The effects of minority language instruction are cumulative; the beneficial results are often not clearly evident until after five to seven years of schooling.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.11 In the classroom, use of the minority language should be limited to giving directions and instructions.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.12 The minority language should be used for reading instruction.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.13 It is not effective to use the minority language for academic subject matter instruction such as mathematics, social studies, and/or science.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.14 The minority language should be used to diagnose the academic needs of language minority students.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.15 Language minority children are less motivated to learn English when taught in their native language.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.16 The minority language should be used to diagnose the psycho-social needs of language minority students.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.17 At home, language minority parents should be encouraged to use as much English as possible with their children.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.18 In grades K-2, the minority language should be used 50% to 80% of the time during the school day.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.19 In grades 3-6, the minority language should be used 20% to 50% of the time during the school day.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.20 In general, language minority students gain the maximum benefits from minority language instruction when it is provided in substantial amounts through the sixth grade.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.21 In some cases, low socio-economic status language minority students who are schooled bilingually surpass middle class monolingual Anglo students on language and reading measures.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.22 In the early stages of bilingual programs which include a substantial amount of minority language instruction, language minority students often lag behind their ESL program counterparts in English language skills; however, by grade four, bilingually schooled children begin to catch up, and by the sixth grade, frequently surpass ESL students receiving English only instruction.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

SECTION 3.0: Constraints

Please indicate the extent to which you agree or disagree with the following statements. Mark an "x" in the appropriate box. Make only one choice for each item.

3.1 My principal (on-site administrator) does not concur with the notion that the minority language should be used for classroom instructional purposes.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.2 My closest teacher colleagues (two or three) do not concur with the notion that the minority language should be used for classroom instructional purposes.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.3 The parents of the language minority children in my classroom generally do not concur with the notion that the minority language should be used for classroom instructional purposes.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.4 There are not sufficient minority language instructional materials available to me.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.5 There are not a sufficient number of bilingual teacher aides and bilingual resource teachers to assist me.

strongly agree	agree	undecided	disagree	strongly disagee
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (2)

3.6 The principal at my school provides strong instructional leadership and serves as a source for improving classroom instruction.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.7 There is not sufficent instructional time in the school day.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.8 Hispanic students and parents often seem critical of the way I speak Spanish.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.9 The administrative leadership (on-site) does not demonstrate interest in a well defined, implemented and consistent bilingual program.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.10 Parents of language minority students have high expectations that their children can succeed academically.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.11 Staff development programs provide practical ideas that can be easily implemented into my classrooom program.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.12 Teachers at my school have high expectations that language minority students can succeed academically.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

THANK YOU VERY MUCH FOR YOUR COOPERATION

School

BILINGUAL PROGRAM TEACHER QUESTIONNAIRE

The Research and Evaluation Branch is requesting your responses to this questionnaire to provide us with your opinions about the current status of the bilingual program at your school, suggestions you have for its improvement, and background data about the teachers at the school.

To ensure confidentiality for all repondents, please **DO NOT SIGN YOUR NAME** to the questionnaire. Thank you for your cooperation.

SECTION 1.0 GENERAL

1.1 Grade of Assignment

K-3 ( ) (1) 4-6 ( ) (2) Resource ( ) (3)

Special Ed. ( ) (4) Other ( ) (5)
Specify _____

1.2 Indicate the type of bilingual teaching authorization you presently possess: (target language: Spanish)

( ) (1) Bilingual Crosscultural Specialist Credential
( ) (2) Standard Credential with Bilingual Emphasis
( ) (3) Emergency Bilingual Credential
( ) (4) Certificate of Competence
( ) (5) A Level District Fluency
( ) (6) B Level District Fluency
( ) (7) C Level District Fluency
( ) (8) Waiver
( ) (9) None of the above

1.3 Which racial/ethnic category most closely describes your background?

( ) (1) American Indian/Alaskan Native
( ) (2) Asian or Pacific Islander
( ) (3) Filipino
( ) (4) Hispanic
( ) (5) Black (not Hispanic)
( ) (6) White (not Hispanic)

1.4 In gereal, how satisfied are you with the way the current bilingual program is operating? (CHECK ONE)

( ) (5) Very Satisfied
( ) (4) Satisfied
( ) (3) Not Sure
( ) (2) Dissatisfied
( ) (1) Very Dissatisfied

DE01;BPTQ.86
9/5/86

1.5 What do you believe is the bilingual programs's greatest strength at your school?

_____

_____

_____

1.6 What is the program's greatest weakness?

_____

_____

_____

1.7 Indicate your total number of years of teaching experience: ( )

1.8 Indicate your total number of years of teaching in a bilingual classroom: ( )

1.9 Indicate your total number of years of teaching in the Los Angeles Unified School District: ( )

1.10 Do you <u>currently</u> teach in the bilingual program? Yes ( ) (1)
No ( ) (2)

(YES) includes non-bilingual teachers who team teach with bilingual or teachers on waiver.

1.11 Indicate your teaching status:

( ) (1) Probationary
( ) (2) Provisional
( ) (3) Permanent

Section 2.0 Minority Language in Education

Please indicate the extent to which you agree or disagree with the following statements. Mark an "x" in the appropriate box. Make only one choice for each item.

2.1 Language minority students gain academic advantages by achieving high levels of proficiency in both the minority and English languages.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.2 Instructional time devoted to minority language instruction is valuable time lost for English language development.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.3 The more time language minority students spend in the study of English, the better their eventual English language proficiency.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.4 Traditionally, when language minority students are schooled in English only programs, they perform poorly on academic and language measures.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.5 Many academic skills learned in the minority language are applicable to and/or transferable to similar skills in English.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.6 Providing language minority students with substantial amounts of minority language instruction will enhance and not hinder English language acquisition.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.7 In general, the self-esteem of language minority students is not improved by minority language instruction.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.8 Initial reading instruction in the minority language (vs. English) is more efficient and often more effective for those language minority children who are clearly more proficient in the native language than in English.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.9 Clearly, if language minority students are schooled in both English and the minority language, it will take twice as long for the progress through the school curriculum.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.10 The effects of minority language instruction are cumulative: the beneficial results are often not clearly evident until after five to seven years of schooling.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.11 In the classroom, use of the minority language should be limited to giving directions and instructions.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.12 The minority language should be used for reading instruction.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.13 It is not effective to use the minority language for academic subject matter instruction such as mathematics, social studies, and/or science.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.14 The minority language should be used to diagnose the academic needs of language minority students.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.15 Language minority children are less motivated to learn English when taught in their native language.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.16 The minority language should be used to diagnose the psycho-social needs of language minority students.

strongly agree	agree	undecided	disgree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.17 At home, language minority parents should be encouraged to use as much English as possible with their children.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.18 In grades K-2, the minority language should be used 50% to 80% of the time during the school day.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.19 In grades 3-6, the minority language should be used 20% to 50% of the time during the school day.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.20 In general, language minority students gain the maximum benefits from minority language instruction when it is provided in substantial amounts through the sixth grade.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.21 In some cases, low socio-economic status language minority students who are schooled bilingually surpass middle class monolingual Anglo students on language and reading measures.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2.22 In the early stages of bilingual programs which include substantial amount of minority language instruction, language minority students often lag behind their ESL program counterparts in English language skills; however, by grade four, bilingually schooled children begin to catch up, and by the sixth grade, frequently surpass ESL students receiving English only instruction.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

Section 3.0 Constraints to Bilingual Teaching

Please indicate the **extent** to which you agree or disagree with the following statements. Mark an "x" in the **appropriate** box. Make only one choice for each item.

3.1 My principal (**on-site administrator**) does not concur with the notion that the minority language should be used for classroom instructional purposes.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.2 My closest teacher colleagues (two or three) do not concur with the notion that the minority language should be used for classroom instructional purposes.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.3 The parents of the language minority children in my classroom generally do not concur with the notion that the minority language should be used for classroom instructional purposes.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.4 There are not sufficent minority language instructional materials availabe to me.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.5 There are not a sufficient number of bilingual teacher aides and bilingual resource teachers to assist me.

strongly agree	agree	undecided	disagree	strongly disagee
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (2)

3.6 The principal at my school provides strong instructional leadership and serves as a source for improving classroom instruction.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.7 There is not sufficent instructional time in the school day.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.8 Hispanic students and parents often seem critical of the way I speak Spanish.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.9 The administrative leadership (on-site) does not demostrate interest in a well defined, implemented and consistent bilingual program.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.10 Parents of language minority students have high expections that their children can succeed academically.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.11 Staff development programs provide practical ideas that can be easily implemented into my classrooom program.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.12 Teachers at my school have high expectations that language minority students can succeed academically.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3.13 Lesson plans are reviewed weekly by the school administrators/coordinators.

strongly agree	agree	undecided	disagree	strongly disagree
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Date: May 27, 1987

DUE DATE: June 5, 1987

TO: Principals of Selected Elementary Schools

FROM: Floraline I. Stevens, Director

SUBJECT: ADMINISTRATOR/COORDINATOR QUESTIONNAIRE

I. Purpose
II. Materials and Procedures

I. PURPOSE

As part of the Eastman Project evaluation design, the Research and Evaluation Branch is administering the Administrator/Coordinator Questionnaire. The purpose of this survey is to collect information about the opinions of the school's administrators and coordinators towards the instructional program at your school.

II. MATERIALS AND PROCEDURES

The questionnaire is to be completed by the school principal, assistant pricipal(s), and bilingual and Chapter I coordinators. Enclosed is a questionnaire for each administrator and coordinator at your school.

Please follow these procedures:

1. Complete the Administrator/Coordinator questionnaire between May 29-June 5

2. Return the completed questionnaires in the enclosed envelope to Research and Evaluation Branch by school mail no later than June 5, 1987

For assistance, please call Jesús Salazar, Research Associate, at (213) 625-6026.

APPROVED: PAUL POSSEMATO, Associate Superintendent
Policy Implementation and Evaluation

This request for information is acknowledged by the Office of the Deputy Superintendent.

_____
School

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Eastman Project
Administrator/Coordinator Questionnaire

As part of the Eastman Project evaluation design, the Research and Evaluation Branch is requesting your responses to the Administrator/Coordinator questionnaire. The purpose of this questionnaire is to collect information about your opinions towards the first year of the Eastman Project's implementation at your school.

To ensure confidentiality for all respondents, please **DO NOT SIGN YOUR NAME** to the questionnaire. Thank you for your cooperation.

1. How satisfied are you with the following aspects of the Eastman Project:

	Very Dissatisfied		Undecided		Very Satisfied
a. School organization	1	2	3	4	5
b. Eastman Project staff's leadership	1	2	3	4	5
c. Staff development activities	1	2	3	4	5
d. Training project materials	1	2	3	4	5
e. On-site directed teacher training by Eastman Project staff	1	2	3	4	5
f. Curriculum design	1	2	3	4	5
g. EXP computer system	1	2	3	4	5

2. To what extent has the Eastman Project been effective in developing your:

	Very Ineffective		Undecided		Very Effective
a. Managerial skills	1	2	3	4	5
b. Instructional leadership and techniques	1	2	3	4	5
c. Understanding and knowledge of bilingual education	1	2	3	4	5

3. Indicate the extent to which the Eastman Project has influenced students and parents from your school with respect to the following behaviors:

	A great deal	Some	Very Little	Not at all	Don't know
a. Increased number of parents acting as school volunteers	1	2	3	4	5
b. Increased classroom participation of students	1	2	3	4	5
c. Increased number of students completing homework	1	2	3	4	5
d. Increased parental contacts with the school, in particular, with child's teacher	1	2	3	4	5
e. Improved students' attitude towards learning	1	2	3	4	5
f. Decreased number of students with disciplinary problems	1	2	3	4	5

4. How effective has the Eastman Project's curriculum design been for LEP pupils in:

	Very Ineffective		Undecided		Very Effective
a. Teaching English	1	2	3	4	5
b. Providing instruction in Spanish	1	2	3	4	5
c. Improving pupil achievement	1	2	3	4	5
d. Improving pupil self-concept	1	2	3	4	5
e. Maintaining cultural background	1	2	3	4	5

5. How effective has the Eastman Project's curriculum design been for FEP pupils in:

	Very Ineffective		Undecided		Very Effective
a. Improving pupil achievement	1	2	3	4	5
b. Improving pupil self-concept	1	2	3	4	5
c. Maintaining cultural background	1	2	3	4	5

6. How effective has the Eastman Project's curriculum design been for English-only pupils in:

	Very Ineffective		Undecided		Very Effective
a. Improving pupil achievement	1	2	3	4	5
b. Improving pupil self-concept	1	2	3	4	5
c. Maintaining cultural background	1	2	3	4	5

7. Compared to the bilingual/instructional program at your school last year, does the Eastman Project organization allow you to more easily identify potentially gifted pupils that are Spanish-speaking?

8. Compared to the educational program at your school last year, what aspects of the Eastman Project do you feel improved the instructional program at the school?

9. Compared to the educational program at your school last year, what aspects of the Eastman Project do you feel <u>did not</u> improved, but instead hindered, the instructional program at the school?

10. What aspects of the Eastman Project have been the most difficult to implement? Why?

11. What changes or adjustments to the Eastman Project would you like to see? Why?

_____

_____

_____

_____

12. What suggestions or recommendations do you have for improving the Eastman Project next year?

_____

_____

_____

_____

13. What further training does your school staff need to fully implement the Eastman Project?

_____

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION

School

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Comparison School
Administrator/Coordinator Questionnaire

As part of the Eastman Project evaluation design, the Research and Evaluation Branch is requesting your responses to the Administrator/Coordinator questionnaire. The purpose of this questionnaire is to collect information about your opinions towards the instructional program at your school.

To ensure confidentiality for all respondents, please **DO NOT SIGN YOUR NAME** to the questionnaire. Thank you for your cooperation.

1. How satisfied are you with the following aspects of your school's program:

	Very Dissatisfied		Undecided		Very Satisfied
a. Bilingual Program	1	2	3	4	5
b. Staff development activities	1	2	3	4	5
c. ESL program	1	2	3	4	5
d. ESP computer system	1	2	3	4	5

2. To what extent has your school's program been effective in developing your:

	Very Ineffective		Undecided		Very Effective
a. Managerial skills	1	2	3	4	5
b. Instructional leadership and techniques	1	2	3	4	5
c. Understanding and knowledge of bilingual education	1	2	3	4	5

3. Indicate the extent to which the instructional program at your school has influenced students and parents with respect to the following behaviors:

	A great deal	Some	Very Little	Not at all	Don't know
a. Increased number of parents acting as school volunteers	1	2	3	4	5
b. Increased classroom participation of students	1	2	3	4	5
c. Increased number of students completing homework	1	2	3	4	5
d. Increased parental contacts with the school, in particular, with child's teacher	1	2	3	4	5
e. Improved students' attitude towards learning	1	2	3	4	5
f. Decreased number of students with disciplinary problems	1	2	3	4	5

4. How effective has your school's instructional program been for LEP pupils in:

	Very Ineffective		Undecided		Very Effective
a. Teaching English	1	2	3	4	5
b. Providing instruction in Spanish	1	2	3	4	5
c. Improving pupil achievement	1	2	3	4	5
d. Improving pupil self-concept	1	2	3	4	5
e. Maintaining cultural background	1	2	3	4	5

5. How effective has your school's instructional program been for FEP pupils in:

	Very Ineffective		Undecided		Very Effective
a. Improving pupil achievement	1	2	3	4	5
b. Improving pupil self-concept	1	2	3	4	5
c. Maintaining cultural background	1	2	3	4	5

6. How effective has your school's instructional program been for English-only pupils in:

	Very Ineffective		Undecided		Very Effective
a. Improving pupil achievement	1	2	3	4	5
b. Improving pupil self-concept	1	2	3	4	5
c. Maintaining cultural background	1	2	3	4	5

7. How do you identify potentially gifted children who are Spanish speaking?

_____

_____

_____

_____

8. Compared to last year's school program, were there any changes made to the instructional program this year that you feel improved the educational program at your school?

9. Compared to last year's school program, were there any changes made to the instructional program this year that you feel <u>did not</u> improve, but instead hindered, the educational program at your school?

10. What aspects of the district's bilingual program have been the most difficult to implement at your school? Why?

11. What changes or adjustments to the district's bilingual program would you like to see next year? Why?

12. What suggestions or recommendations do you have for improving the bilingual program at your school next year?

13. What further training does your school staff need to fully implement an effective bilingual program?

14. What do you believe is the greatest strength of your bilingual program?

15. What do you believe is the greatest weakness of your bilingual program?

16. Is there anything you have heard about the Eastman Project that you would like to know more about?

_____

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Date: May 27, 1987

TO: Principals of Selected Elementary Schools

FROM: Florafine I. Stevens, Director

SUBJECT: BILINGUAL COORDINATOR TELEPHONE INTERVIEW

I. Purpose
II. Procedures
III. Closing Remarks

I. PURPOSE

As part of the Eastman Project evaluation design, the Research and Evaluation Branch will conduct a telephone interview with your bilingual coordinator. You will find a sample of the interview questions for your information. The purpose of this interview is to collect information about the organization and implementation of your school's instructional program.

II. PROCEDURES

Jesús Salazar, Research Associate, will contact your bilingual coordinator to set an appointment for the telephone interview. Please let us know if you prefer an in-person interview rather than a telephone interview. Also, let us know if you prefer to participate in the interview with the bilingual coordinator so that we can schedule the interview accordingly.

III. CLOSING REMARKS

This will be the final data gathering activity of the 1986-87 Eastman Project evaluation design. I thank you very much for all your cooperation throughout the year in helping us collect data for the Eastman Project study.

For assistance, please call Jesús Salazar, Research Associate, at (213) 625-6026.

APPROVED: PAUL POSSEMATO, Associate Superintendent
Policy Implementation and Evaluation

This request for information is acknowledged by the Office of the Deputy Superintendent.

_____
School

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Comparison School
Bilingual Coordinator Telephone Survey

I. ESL PROGRAM

1. Describe the core ESL program/management system at your school:

_____

_____

_____

_____

_____

2. What criteria are used to group LEP pupils for ESL instruction?

_____

_____

_____

_____

3. What assessment methods or criteria are used to measure the English proficiency level of LEP pupils?

_____

_____

_____

_____

4. Is your ESL program designed to meet the needs of LEP pupils with different levels of English proficiency? That is, what provisions does your ESL program make for instructing LEP pupils with different English language needs?

5. How are LEP pupils who differ in English proficiency grouped for ESL instruction?

6. If your school's ESL program includes a pull-out component, what criteria are used to determine which LEP pupils are pulled out for ESL instruction.

7. If your school has an ESL lab, what criteria are used to determine which LEP pupils attend the lab?

8. What assessment methods or criteria are used to advance LEP pupils to the next ESL level or ESL group?

_____

_____

_____

_____

9. What ESL materials or instructional series are used to teach ESL?

_____

_____

_____

_____

10. Is ESL taught in conjunction (integrated) with other subjects?

___ Yes
___ No

If yes, list the subjects taught using ESL methodology:

_____

_____

_____

_____

II. TRANSITION/RECLASSIFICATION CRITERIA

1. What is the criteria for adding English reading in your school? (ESL level and Spanish reading level.)

_____

_____

_____

_____

2. Do you have a specific program or criteria for LEP pupils transitioning from Spanish reading to English reading? If yes, please describe it:

3. What is the criteria for reclassification to FEP?

III. SCHOOL REORGANIZATION

1. How is your school reorganized at the end of the school year?

2. If your school has team teaching instruction, indicate what subjects and grades are included in this type of instruction.

3. If your school has departmentalized instruction, indicate what subjects and grades are included in this type of instruction.

_____

_____

_____

_____

4. What criteria or methods (e.g., SES, diagnostic test (specify), etc.) does your school use to group or assign pupils to your English language arts curriculum?

_____

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Date: March 18, 1987

DUE DATE: March 31, 1987

TO: Principals of Selected Elementary Schools

FROM: Floraline Stevens, Director

SUBJECT: SELF-ESTEEM INVENTORY

I. Purpose
II. Materials and Procedures

I. PURPOSE

As part of the Eastman Project evaluation design, the Research and Evaluation Branch is administering the Self-Esteem Inventory (SEI). A sample is attached for your information. The purpose of this instrument is to collect information on how students feel about themselves and about school.

II. MATERIALS AND PROCEDURES

The enclosed packet identifies teachers/pupils who have been randomly selected to participate in this test. Enclosed are packets of the SEI test and answer sheets for the pupils in the selected classrooms. Each answer sheet includes the name of each pupil and his/her student identification number.

The procedures are the following:

- Distribute the SEI answer sheets by name to the pupils in the selected classrooms and administer the SEI between March 23-27
- Administer the SEI by reading each item aloud to the pupils
- Instruct pupils to answer yes (sí) or no to each item (more specific instructions are provided in the packet of each of the selected teachers)
- Collect the SEI answer sheets and return them in the self-addressed envelope to the Research and Evaluation Branch by school mail no later than March 31, 1987

For assistance, please call Jesús Salazar, Research Associate, at (213) 625-6026.

APPROVED: PAUL POSSEMATO, Associate Superintendent
Policy Implementation and Evaluation Unit

This request for information is acknowledged by the Office of the Deputy Superintendent.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Self-Esteem Inventory (SEI), Grades K-2

Please pass out an answer sheet to each pupil in your classroom. The name and student identification number is on the answer sheet for each pupil. Read the following statements aloud to the pupils and instruct them to circle either "yes" on their answer sheets if they agree with the statement or "no" if they disagree with it. The pictures on the SEI answer sheet serve as an aid for pupils who cannot read numerals to keep up with the questions as they are being read.

1. Do you forget most of what you learn?

2. Can you give a good talk in front of your class?

3. Is it easy for you to do good in school?

4. Do you often feel that you are doing badly in school?

5. Can you get good grades if you want to?

6. Is it easy for you to do good in school?

7. Do you like the teacher to ask you questions in front of the other children?

8. Do you finish your school work more quickly than the other students?

9. Do you find it hard to talk to your class?

10. Are you a good student?

11. Do you like school?

12. Do you feel you are doing well in school?

13. Do you like doing homework?

14. Do your classmates think you are a good student?

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Self-Esteem Inventory (SEI), Grades K-2

Please pass out an answer sheet to each pupil in your classroom. The name and student identification number is on the answer sheet for each pupil. Read the following statements aloud to the pupils and instruct them to circle either "yes" (sí) on their answer sheets if they agree with the statement or "no" if they disagree with it. The pictures on the SEI answer sheet serve as an aid for pupils who cannot read numerals to keep up with the questions as they are being read.

1. ¿Se te olvida casi todo lo que aprendes?

2. ¿Puedes dar un buen reporte delante de la clase?

3. ¿Es fácil para ti ser buen trabajo en la escuela?

4. ¿Sientes muchas veces que andas mal en tú trabajo de la escuela?

5. ¿Puedes sacar buenas calificaciones ("happy faces") si quieres?

6. ¿Es fácil para ti hacer buen trabajo en la escuela?

7. ¿Te gusta que la maestra te pregunte algo delante de los demás niños?

8. ¿Terminas tú trabajo más pronto que los demás ninos de tú clase?

9. ¿Te da pena hablar con tú clase?

10. ¿Eres un buen estudiante?

11. ¿Te gusta la escuela?

12. ¿Sientes que andas bien en tú trabajo de la escuela?

13. ¿Te gusta hacer tú tarea?

14. ¿Piensan los niños de tu clase que eres un buen estudiante?

SELF-ESTEEM INVENTORY
Answer Sheet, Grades K-2

Charles Gabriel Urrutia
4918--173747

1		SI	NO	10		SI	NO
2		SI	NO	11		SI	NO
3		SI	NO	12		SI	NO
4		SI	NO	13		SI	NO
5		SI	NO				
6		SI	NO				
7		SI	NO				
8		SI	NO				
9		SI	NO				

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Self-Esteem Inventory (SEI), Grades 3-6

Please pass out the answer sheets by name to each pupil in your classroom. The name and student identification nubmer is on the answer sheet for each pupil. Read the following statements aloud to the pupils and instruct them to check-off either "yes" on their answer sheets if they agree with the statement, or "no" if they disagree with it.

1. School work is fairly easy for me.
2. My teachers usually like me.
3. I often feel upset in school.
4. I can get good grades if I want to.
5. I forget most of what I learn.
6. I often volunteer to do things in class.
7. I am a good student.
8. I often get discouraged in school.
9. My teacher makes me feel I am good enough.
10. I am slow in finishing my school work.
11. I can give a good report in front of the class.
12. I am proud of my school work.
13. I am a good reader.
14. I am not doing as well in school as I would like to.
15. I find it hard to talk in front of the class.
16. I am good in my school work.
17. I don't like to be called on in class.
18. My classmates think I am a poor student.
19. I would like to drop out of school.
20. I can do hard homework assignments.
21. I like school.
22. School is hard for me.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Self-Esteem Inventory (SEI), Grades 3-6

Please pass out the answer sheets by name to each pupil in your classroom. The name and student identification nubmer is on the answer sheet for each pupil. Read the following statements aloud to the pupils and instruct them to check-off either "sí" on their answer sheets if they agree with the statement, or "no" if they disagree with it.

1. Para mí, el trabajo de la escuela es bastante fácil.
2. Generalmente mis maestros me quieren.
3. Muchas veces me siento disgustado en la escuela.
4. Si quiero, puedo sacar buenas calificaciones.
5. Se me olvida casi todo lo que aprendo.
6. Muchas veces me ofrezco como voluntario para hacer cosas en clase.
7. Soy un buen estudiante.
8. Muchas veces me desanimo en la escuela.
9. Mi maestro/a me hace sentir que soy bastante bueno.
10. Me tardo en terminar mi trabajo de la escuela.
11. Puedo dar un buen reporte delante de la clase.
12. Estoy orgulloso de mi trabajo de la escuela.
13. Soy un buen lector.
14. No estoy tan bien en la escuela como quisiera.
15. Me cuesta trabajo hablar delante de la clase.
16. Soy bueno para mi trabajo de la escuela.
17. No me gusta que me hagan preguntas en clase.
18. Mis compañeros de clase creen que soy un mal estudiante.
19. Me gustaría dejar los estudios.
20. Puedo hacer trabajos de tarea difíciles.
21. Me gusta la escuela.
22. La escuela es difícil para mi.

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SELF-ESTEEM INVENTORY
Answer Sheet, Grades 3-6

	Yes	No
1.	___	___
2.	___	___
3.	___	___
4.	___	___
5.	___	___
6.	___	___
7.	___	___
8.	___	___
9.	___	___
10.	___	___
11.	___	___
12.	___	___
13.	___	___
14.	___	___
15.	___	___
16.	___	___
17.	___	___
18.	___	___
19.	___	___
20.	___	___
21.	___	___
22.	___	___

SELF-ESTEEM INVENTORY
Answer Sheet, Grades 3-6

	Sí	No
1.	___	___
2.	___	___
3.	___	___
4.	___	___
5.	___	___
6.	___	___
7.	___	___
8.	___	___
9.	___	___
10.	___	___
11.	___	___
12.	___	___
13.	___	___
14.	___	___
15.	___	___
16.	___	___
17.	___	___
18.	___	___
19.	___	___
20.	___	___
21.	___	___
22.	___	___

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Date: February 20, 1987

DUE DATE: March 5, 1987

TO: Principals of Selected Elementary Schools

FROM: Floraline Stevens, Director

SUBJECT: PARENT QUESTIONNAIRE

As part of the Eastman Project evaluation, the Research and Evaluation Branch is administering a parent questionnaire. A sample is attached for your information. The purpose of the parent questionnaire is to collect community attitudes and feelings about the educational program at your school.

A few teachers from your school have been randomly selected to help with the parent survey. Enclosed is a packet of questionnaires and envelopes for each pupil in the selected classrooms.

Please follow these procedures:

- Distribute questionnaires to all the pupils in the selected teachers' classrooms on February 24, 1987
- Instruct pupils to take the materials home to their parents and to return the completed questionnaires in sealed envelopes to their teachers by February 27, 1987
- Return completed questionnaires to Research and Evaluation Branch by school mail no later than March 5, 1987

To ensure confidentiality, parents should be given the option of putting the questionnaire in the school mail bag themselves.

Your cooperation is requested in collecting this parent/community information. If additional information is needed or if you have any questions, please call Jesús Salazar, Research Associate, at (213) 625-6026.

APPROVED: PAUL POSSEMATO, Associate Superintendent
Policy Implementation and Evaluation Unit

This request for information is acknowledged by the Deputy Superintendent.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation

PARENT QUESTIONNAIRE

Your school is participating in the Eastman Project, a project designed to improve the instructional program at the school. The purpose of this questionnaire is to gather information to help us continue to improve the educational program at your child's school. Please answer each question as accurately as possible. This information is anonymous. Please **DO NOT SIGN YOUR NAME.**

You may receive more than one form if you have more than one child attending the school. Please complete only one form. Place the completed form in the attached envelope. Seal the envelope and have your child return it to his or her teacher; or you can take the sealed envelope to the school office and put it in the Los Angeles Unified School District mail bag. Thank you for your assistance.

PART I--GENERAL INFORMATION

1. What grades are your children in (please circle all appropriate grades):

   Pre-School K 1 2 3 4 5 6 7 8 9 10 11 12

2. How often does someone in your home help your child with homework?

   always ( ) often ( ) sometimes ( ) never ( )

3. How much time does your child spend on homework each night:

   Minutes: _____

4. How many times have you moved in the past 5 years? _____

5. Do you speak Spanish? ( ) Yes ( ) No

   If NO, omit questions 6,7,8 in Part I. Please go to PART II.

6. How well do you speak English?

   Very well ( ) Well ( ) Well enough to get by ( )
   Just a few words ( ) Not at all ( )

7. Do you speak Spanish with your children at home?

   always ( ) often ( ) sometimes ( ) never ( )

8. Do you speak Spanish with any of the following:

   FRIENDS

   always ( ) often ( ) sometimes ( ) never ( )

   RELATIVES

   always ( ) often ( ) sometimes ( ) never ( )

PART II--PARENT ATTITUDES TOWARD SCHOOL

To what extent do you agree or disagree with the following statements? Please put a check mark by your answer.

1. It is important that children read and write in English.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

2. Teachers expect all students to succeed in school.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

3. I am satisfied with the school's instructional program.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

4. The children at my child's school show respect to their teachers.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

5. Parents need to meet with teachers to help improve the grades of their children.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

6. Children who speak two languages do better in school.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

7. Children do not receive enough help at school in learning to read and write in English.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

8. I liked school alot when I was a student.

strongly agree	agree	undecided	disagree	strongly disagree

9. My child feels good about school.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

10. It is important that children whose home language is Spanish learn to read and write in Spanish.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

11. Teachers treat non-English speaking students the same as English-speaking students.

strongly agree	agree	undecided	disagree	strongly disagree
( )	( )	( )	( )	( )

PART III--PARENT INVOLVMENT IN SCHOOL

1. Please put a check mark next to all the following school staff members you talk with:

___ Principal
___ Assistant Principal
___ Counselor/Psychologist
___ Nurse
___ Teacher
___ Teacher Aide/Assistant
___ Other (please describe) _____

2. Please indicate the types of contact you have with the school staff:

___ parent/teacher report card conferences
___ telephone calls
___ home visits
___ other (please describe) _____

3. Please put a check mark next to all the following school activities in which you volunteer:

___ classroom volunteer
___ library volunteer
___ student eating areas supervision volunteer
___ Main Office volunteer
___ school beautification efforts
___ other (please describe) _____

4. Please put a check mark next to all the following school programs in which you participate or attend:

___ Back to School Night
___ Open House
___ Christmas Program
___ Holloween Program
___ Cinco de Mayo Program
___ Spring/May Dance
___ Parent Advisory Meetings
___ School Site Counsil Meetings
___ Bilingual Committee Meetings
___ PTA Meetings
___ School Parents Club
___ School Readiness Language Development Program (SRLDP) (Pre-K)
___ English Classes
___ Other (please describe) _____

5. What do you feel are the strong points of the school's instructional program?

_____

_____

_____

_____

6. What do you feel are the weak points of the school's instructional program?

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION

FORM A

257

DISTRITO ECOLAR UNIFICADO DE LOS ANGELES
Investigacion y Evaluacion

CUESTIONARIO PARA PADRES

Su escuela esta participando en el Proyecto Eastman, un proyecto disenado para mejorar el programa de instruccion de la escuela. El proposito de este cuestionario es obtener informacion que nos ayude a continuar mejorando el programa educacional. Por favor conteste cada pregunta tan correctamente como le sea posible. Esta informacion es anonima. Por favor **NO FIRME SU NOMBRE.**

Tal vez reciba mas de una forma si tiene mas de un nino/a que asiste a la escuela. Por favor llene y devuelva solo una forma. Regrese la forma en el mismo sobre (cerrado) al maestro con su hijo/a o llevelo a la oficina de la escuela y pongalo en la bolsa de correro del Distrito Escolar Unificado de Los Angeles. Gracias por su ayuda.

I PARTE -- INFORMACION GENERAL

1. En que grados estan sus hijos? (favor de indicar con un circulo alrededor de todos los grados correspondientes):

   Pre- K 1 2 3 4 5 6 7 8 9 10 11 12

2. Que tan seguido alguien en su hogar le ayuda a su hijo/a con la tarea?

   Siempre ( ) a menudo ( ) algunas veces ( ) nunca ( )

3. Cuanto tiempo pasa su hijo/a haciendo tarea cada noche?

   Minutos:_____

4. Cuantas veces se ha mudado de casa durante los ultimos 5 anos? _____

5. Habla ingles? Si ( ) No ( )

   Si contesto no, omita preguntas 6,7,8 de Parte I y continue a Parte II

6. Que tan bien habla el ingles usted?

   Bien ( ) Regular ( ) Muy poco ( ) Nada ( )

7. Habla ingles en el hogar con sus hijos?

   siempre ( ) con frecuencia ( ) algunas veces ( ) nunca ( )

8. Habla ingles con cualquier de los siguientes:

   AMISTADES

   siempre ( ) con frecuencia ( ) algunas veces ( ) nunca ( )

   FAMILIARES
   siempre ( ) con frecuencia ( ) algunas veces ( ) nunca ( )

II PARTE -- ACTITUD DE LOS PADRES HACIA LA ESCUELA

Hasta que punto esta usted de acuerdo o en desacuerdo con las siguientes declaraciones? Por favor marque solo una de las contestaciones de cada pregunta.

1. Es importante que los ninos hablen y entiendan ingles.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

2. Los maestros esperan que todos los estudiantes tengan exito en de escuela.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

3. Estoy satisfecho/a con el programa instructivo de la escuela.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

4. Los ninos de la escuela de mi hijo/a son respetuosos con sus maestros.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

5. Los padres deben tener juntas con los maestros para ayudar a sus ninos a tener exito en la escuela.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

6. Los ninos que hablan dos idiomas estan mejor en sus clases.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

7. Los ninos no reciben suficiente ayuda en la escuela para aprender a leer y escribir en ingles.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

8. Me gustaba mucho la escuela cuando era estudiante.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

9. Es muy importante que los ninos cuyo idioma nativo es el Espanol aprendan a leer y escribir en espanol.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

10. Mi hijo/a se siente positivo sobre la escuela.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

11. Los maestros tratan a los estudiantes que no hablan ingles, en la misma forma que a los que si hablan ingles.

Completamente de acuerdo	de acuerdo	indeciso	en desacuerdo	totalmente en desacuerdo
( ) (5)	( ) (4)	( ) (3)	( ) (2)	( ) (1)

PARTE III - PARTICIPACION DE LOS PADRES EN LA ESCUELA

1. Por favor ponga una marca junto al personal escolar con el que usted haya hablado:

_____ Director
_____ Sub-Director
_____ Consejero/Sicologo
_____ Enfermera
_____ Maestro
_____ Auxiliar/Ayudante de Maestro
_____ Otro (por favor explique) _____

2. Por favor indique que tipo de comunicacion tuvo con el personal escolar:

_____ Conferencia de padres y maestros sobre boleta de calificaciones
_____ Llamadas telefonicas
_____ Visitas al hogar
_____ Otras (por favor explique)_____

3. Por favor marque todas las actividades escolares en que trabaja como voluntario/a.

_____ voluntario en el salon de clase
_____ voluntario en la biblioteca
_____ volunatrio supervisando las areas de alimentacion de los estudiantes
_____ voluntario en la oficina principal
_____ voluntario en los esfuerzos para embellecer la escuela
_____ voluntario en otro (por favor explique cual)_____

4. Por favor marque los siguientes programas escolares en los que usted participa o asiste:

_____ Noche de Regreso-a-la-Escuela (Back-to-School Night)
_____ Noche de Bienvenida (Open House)
_____ Programa de Noche de Brujas (Halloween)
_____ Programa de Navidad
_____ Programa de Cinco de Mayo
_____ Baile de Primavera/Mayo
_____ Junta del Concilio Consejero (Advisory Council)
_____ Councilio de la Escuela Local (School Site Council)
_____ Comite Bilingue
_____ Asociacion de Padres Y Maestros (PTA)
_____ Club Escolar de Padres (Parents Club)
_____ Programa de Preparacion Escolar para el Desarrollo del Idioma (SRLDP) (Pre-kinder)
_____ Clases de ingles
_____ Otro (por favor explique)_____

5. Cuales cree que son los puntos fuertes del programa de instruccion escolar?

_____

_____

_____

_____

6. Cuales cree que son los puntos debiles del programa de instruccion escolar?

_____

_____

_____

_____

GRACIAS POR SU COOPERACION

FORM A

APPENDIX D

OVERVIEW ON EASTMAN CURRICULUM DESIGN PROJECT

I. Purpose
- Promote academic achievement in English
- Use of dominant language for academic concept development while acquiring second language
- Gradual transfer of learning to English in content areas as second language proficiency develops
- Promote pupil self-image

II. Philosophy
- High level skills in primary language transfer to second language learning (E. Thonis)
- English language acquisition focused on natural approach to instruction that is comprehensible (S. Krashen)
- Language separation promotes concept development in primary language and rapid acqusition in second language

III. Organization
- Classroom organization based on:
  - grade level
  - language dominance
  - reading levels
  - English language proficiency (SOLOM)
- Established teams for cooperative teaching and departmentalization
- Core classes based on language phases
- Mixed classes for Art, Music, P.E., taught in English only, mixing LEP, FEP classes
- Teacher departmentalization for mixed classes
- Implementation of an established daily schedule by grade level representing a balance curriculum

IV. Support
- Consistent staff development program appropriate to grade level focusing on directed lesson format; core curriculum content; extended activities; teaching techniques; higher level questioning; expectations; methodology; classroom management; program implementation; and identifying skills and pacing for instructional planning
- Use of all resource personnel to reinforce identified pupil needs
- Coordinators/Consultants inservice, demonstrate and monitor program implementation
- Teacher to teacher demonstrations by grade levels
- Purchasing of instructional materials as needed

V. Benefits
- Same balanced curriculum for all students (LEP/FEP) due to scheduling
- Better utilization of staff skills (fluency, interest, etc.)
- Primary language directed instruction conducted by certificated teachers and not aides
- Appropriate use of educational aides, teacher assistants and parent volunteers
- Fewer bilingual teachers needed due to single language classrooms
- Opportunity to promote integrated curriculum during CORE class time
- Eliminates loss of instructional time, with no need to translate
- Teachers plan and teach in only one language at a time
- Improved staff morale with bilingual and monolingual teachers planning and teaming together for mixed classes
- Improved student morale and self-concept due to improved academic success and bilingual language status
- Improved test scores

VI. Results
- Fully balanced curriculum
- Consistent school-wide program
- Improved student achievement
- More rapid concept development and academic growth
- Increased English language development
- Established curriculum framework that clearly defines what is taught and in what language based on English language proficiency
- Framework provides a phasing-in curriculum plan that facilitates transition to English program
- Students transitioning at or near grade level
- Establishes teacher accountability for instruction in a balanced curriculum through scheduling, teaming, planning and participation in staff development
- Promotes parent support due to the clear focus on English language development, balanced curriculum and academic growth
- Promotes student confidence by experiencing interaction with other students and teachers within the grade level

EASTMAN CURRICULUM DESIGN PROJECT

PLACEMENT MATRIX

SOLOM SCORE	READING BOOK	PHASE	ENGLISH PROFICIENCY	SPANISH	SHELTERED ENGLISH	MAINSTREAM ENGLISH *MIXED CLASSES
5	ANY	I	NON-ENGLISH SPEAKING	READING/LANGUAGE SCIENCE/HEALTH SOCIAL STUDIES MATH	ESL (TPR) *ART *MUSIC	*P.E.
6 - 10	ANY	II A	LEP	READING/LANGUAGE SCIENCE/HEALTH SOCIAL STUDIES MATH	ESL *MUSIC	*P.E. *ART
11 - 15	(NUESTRA ALEGRIA) RAYUELA or BELOW	II B	LEP	READING/LANGUAGE SCIENCE/HEALTH SOCIAL STUDIES MATH (4-1) →	ESL	*P.E. *ART *MUSIC
16 - 20	(MI RINCON) ADELANTE	III A	LEP	READING/LANGUAGE SCIENCE/HEALTH (4-1) → SOCIAL STUDIES MATH (Prob. Solving)	ESL MATH (Comp.)	*P.E. *ART *MUSIC
16 - 20	(NUESTROS SUEÑOS) IMAGENES ANT ABOUT TOWN	III B	LEP TRANSITION	READING (Completion of Imagenes/Nuestros Sueños) WRITTEN LANG. (4-1) → SOCIAL STUDIES (4-1) →	READING/ORAL LANGUAGE (AAT) SCIENCE/HEALTH MATH (Prob. Solving)	*P.E. *ART *MUSIC MATH (Comp.)
21 - 25	ENGLISH BASAL	III C	LEP RECLASSIFICATION CANDIDATE	EXTENDED SPANISH ACTIVITIES (1/2 hr/day)	ORAL/WRITTEN LANG. SOCIAL STUDIES	READING *ART/MUSIC/P.E. SCIENCE/HEALTH MATH
21 - 25	ENGLISH BASAL	IV	FEP RECLASSIFIED	ALL SUBJECTS IN MAINSTREAM ENGLISH (Eligible for extended Spanish activities 1/2 hour/day)		
			Native English			
Below 21	ENGLISH BASAL	EI	LOW ENGLISH PRODUCTION	ALL SUBJECTS IN MAINSTREAM ENGLISH (K-6)		
1 & above	ENGLISH BASAL	EII	HIGH ENGLISH PRODUCTION	ALL SUBJECTS IN MAINSTREAM ENGLISH (K-6)		

Rev. 2/28/86

E V A L U A T I O N T O O L S

SOLOM -- Student Oral Language Observation Matrix

PURPOSE:

The SOLOM is an informal rating tool that has proven a useful guide for teacher judgement of oral language proficiency as observed in a school setting. It can be used to determine English acquisition phase, diagnose student needs, and record the progress of individual and groups. Some success has been reported in using the SOLOM to rate languages other than English.

DESCRIPTION:

The SOLOM provides five scales for rating key dimensions of language proficiency. Each of these five scales may be rated from one to five, yielding a total score range of from five to twenty-five. The scales are:

1. Comprehension
2. Fluency
3. Vocabulary
4. Pronunciation
5. Grammar

The SOLOM is not a standardized test, but has been used widely throughout California since about 1978 to supplement assessments garnered through standardized tests of language. Preliminary work is being conducted to standardize training for raters, and to ascertain the validity and reliability of the SOLOM. A one-hour training session is recommended for those who will use this instrument.

ADMINISTRATION:

The SOLOM should be used by persons who are native speakers of the language, and who are familiar with the student to be rated. Ideally, the classroom teacher will rate the English language proficiency of a student after several weeks of instruction. There is no test to be administered: rather, the the teacher needs a few quiet moments to reflect on the language skill of a given student, and to select the description which most closely matches the current proficiency of that student.

A rating is immediately available, and can be used to group or regroup students for ESL lessons, to report student progress, or to guide refinements of instruction.

SOLOM Teacher Observation
Student Oral Language Observation Matrix

Student's name _____ Grade _____ Signature _____

Language observed _____ Date _____

	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary; comprehension quite difficult.	Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself or herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict himself or herself to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word order approximate that of a native speaker.

Based on your observation of the student, indicate with an "X" across the square in each category which best describes the student's abilities.
- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.
- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

EASTMAN CURRICULUM DESIGN PROJECT
SOLOM PHASES AND ESL INSTRUCTION

PHASE	SOLOM SCORE	STAGE	INSTRUCTION PURPOSE/APPROACHES	PROGAM CORRELATION	
				Rainbow Coll.	Experiences in English
I	5	Pre-Production (Reading any book)	-Production: No English language -Purpose: To introduce vocabulary -Non-Verbal Stimuli: manipulatives; pictures; pantomime; modeling actions; TPR (Total Physical Response); gestures; pointing; imitating -Verbal Stimuli: Commands; verbal description	Pre-Production	Level I
IIA	6-10	Early Production (Reading any book)	-Production: One or two-word answers; short phrases or simple sentences -Purpose: to elicit simple verbal responses -Non-verbal Stimuli: Same as Pre-Production level -Verbal Stimuli: Same as Pre-Production level	Early Production	Level II
IIB	11-15	In Reyuela, Nuestra Alegria or below	-Non-Verbal Stimuli: Same as Pre-Production level -Verbal Stimuli: Same as Pre-Production level		
IIIA	16-20	Speech Emergence Adelante, Mi Rincon	-Production: Verbal description; long phrase; complete sentence: three or more descriptors; simple storytelling sequencing		
IIIB (Transition)	16-20	Completed Mi Rincon or Adelante; in Ant About Town Imagenes Nuestros Sueños	-Purpose: To generate responses at higher thinking skill levels -Non-Verbal Stimuli: manipulatives; modeling actions; pictures; pantomime; -Verbal Stimuli: Extending active and receptive vocabulary; developing verbal expression to include questions "how" and "why"	Speech Emergence	Level III
IIIC	21-25	Intermediate Fluency Completed AAT (English Reading)	-Production: Students converse and produce connected narrative; reading and writing activities incorporated into lessons	Intermediate Fluency to Low Fluency	Level IV
			-Purpose: to develop higher language levels in content areas -Non-Verbal Stimuli: Pictures; books		
IV	21-25	English Reading	-Verbal Stimuli: Inferential questions		
Native English Speakers English I	-19	Low English Production	-Appropriate oral English group activities in Sheltered English format	Low Fluency	Level IV
English II	21+	High English Production	-Mainstream oral English group activities promoting extended vocabulary, higher levels of thinking skills	High level Fluency	

EASTMAN CURRICULUM DESIGN PROJECT

DAILY SCHEDULE
(SAMPLE)

Daily Schedule

First Grade

8:25	Opening (10)
8:35	Reading (65)
9:40	Recess (20)
10:00	Oral Language/ESL (50)
10:50	_____ (50)
11:40	LUNCH (40)
12:20	_____ (40)
1:00	_____ (40)
1:40	Art/Music/P.E. (Mixed) (50)
2:30	Evaluation/Clean-up (5)
2:35	Dismissal

Second Grade

8:25	Opening (10)
8:35	Reading (65)
9:40	Recess (20)
10:00	Oral Language/ESL (50)
10:50	_____ (50)
11:40	LUNCH (40)
12:20	_____ (40)
1:00	_____ (40)
1:40	Art/Music/P.E. (Mixed) (50)
2:30	Evaluation/Clean-up (5)
2:35	Dismissal

Third & Fourth Grades

8:25	Opening (10)
8:35	Reading (65)
9:40	_____ (40)
10:20	Recess (20)
10:40	Oral Language/ESL (45)
11:25	_____ (40)
12:05	LUNCH (40)
12:45	Art/Music/P.E. (Mixed) (50)
1:35	_____ (55)
2:30	Evaluation/Clean-up (5)
2:35	Dismissal

Fifth & Sixth Grades

8:25	Opening (10)
8:35	Reading (65)
9:40	_____ (60)
10:40	Recess (20)
11:00	_____ (45)
11:45	_____ (45)
12:30	LUNCH (40)
1:10	Oral Language/ESL (30)
1:40	Art/Music/P.E. (Mixed) (50)
2:30	Evaluation/Clean-up (5)
2:35	Dismissal

Subjects scheduled by grade level agreement:

1. Mathematics
2. Science/Social Studies
3. *Written Language/Spelling

*Include a three day writing - two day grammar scheduling or alternate a week at a time. Spelling is scheduled daily.

EASTMAN CURRICULUM DESIGN PROJECT

SPRING TEACHER CONFERENCE 1987

WORKSHOP LIST

SESSION I - 8:30 A.M. - 9:40 A.M.

Workshop Identification Number		
I-1	Leader:	Clarke Morrow, Loren Miller Elementary
	Topic:	Music (Listening)
	Title:	LISTEN, HEAR!
	Grades:	K-2 LEP/FEP/EO
I-2	Leader:	Julie Navarro, San Fernando Elementary
	Topic:	E.S.L.
	Title:	INNOVATIVE GROUPING STRATEGIES FOR SUCCESSFUL ESL INSTRUCTION
	Level:	Phase I, II LEP
I-3	Leader:	Dr. Alfredo Schifini, L.A. County Office of Education
	Topic:	Sheltered English
	Title:	INTEGRATING LANGUAGE AND CONTENT INSTRUCTION
	Grades:	1-6 LEP/FEP
I-4	Leader:	Rick Wetzell, Sharp Elementary
	Topic:	Science
	Title:	TURNING STUDENTS ON TO/WITH ELECTRICITY
	Grades:	4-6 LEP/FEP/EO
I-5	Leader:	Cossetta Moore, Office of Instruction
	Topic:	Social Studies
	Title:	SOCIAL STUDIES? TRY IT YOU'LL LIKE IT!
	Grades:	K-6 LEP/FEP/EO
I-6	Leader:	Peggy McAboy, Retired Teacher
	Topic:	Kindergarten
	Title:	READING READINESS: LEARN TO READ IN AN HOUR AND 10 MINUTES!
	Grade:	K LEP/FEP/EO
I-7	Leader:	Barbara Sandlin, Computer Foundation Elsa Lopez, Sharp Elementary
	Topic:	Computers
	Title:	COMPUTER APPLICATIONS FOR LEP STUDENTS
	Grades:	1-6 LEP/FEP

I-8
Leader: Amy Pleasant-Phillips, Humphreys Elementary
Topic: Primary Art
Title: PICASSO FOR PRIMARY; INTEGRATING THE MASTERS INTO PRIMARY CURRICULUM
Grades: K-2 LEP/FEP/EO

I-9
Leader: Mary Mendoza, San Fernando Elementary
Topic: Sheltered English: Math
Title: A TECHNIQUE TO MAXIMIZE STUDENTS' MATH APPLICATION SKILLS
Grades: 3-6 LEP/FEP

I-10
Leader: Alice Kakuda, El Sereno Elementary
Topic: Written Composition
Title: GRIN AND "BEAR" IT
Grades: 2-6 LEP/FEP/EO

I-11
Leader: Graciela Rodriguez, Office of Bilingual-ESL Instruction
Topic: Spanish Reading
Title: COMPREHENSION: ¿QUIEN SABE?
Grades: 2-6 LEP

SESSION II - 9:45 - 10:55

Workshop Identification Number		
II-1	Leader:	Clarke Morrow, Loren Miller Elementary
	Topic:	Music (Listening)
	Title:	LISTEN, HEAR!
	Grades:	3-6 LEP/FEP/EO
II-2	Leader:	Julie Navarro, San Fernando Elementary
	Topic:	E.S.L.
	Title:	INNOVATIVE GROUPING STRATEGIES FOR SUCCESSFUL ESL INSTRUCTION
	Level:	Phase I, II LEP
II-3	Leader:	Dr. Alfredo Schifini, L.A. County Office of Education
	Topic:	Sheltered English
	Title:	INTEGRATING LANGUAGE AND CONTENT INSTRUCTION; A FOCUS ON MASTERY
	Grades:	1-6 LEP/FEP
II-4	Leader:	Ted Roter, Administrative Region F
	Topic:	Physical Education
	Title:	BEYOND PLAYING THE GAME
	Grades:	K-6 LEP/FEP/EO
II-5	Leader:	Cossetta Moore, Office of Instruction
	Topic:	Social Studies
	Title:	SOCIAL STUDIES? TRY IT, YOU'LL LIKE IT!
	Grades:	K-6 LEP/FEP/EO
II-6	Leader:	Chris Holle, Office of Instruction
	Topic:	Science
	Title:	COLOR ADVENTURES WITH FLASHLIGHTS
	Grades:	K-3 LEP/FEP/EO
II-7	Leader:	Barbara Sandlin, Computer Foundation Elsa Lopez, Shapr Elementary
	Topic:	Computers
	Title:	COMPUTER APPLICATIONS FOR LEP STUDENTS
	Grades:	1-6 LEP/FEP
II-8	Leader:	Lilia Sarmiento/Teresa Reyes, Albion Elementary
	Topic:	Spanish Oral Language Development
	Title:	EL ENCANTO DE LA SONRISA
	Grades:	K-2 LEP
II-9	Leader:	Marilyn Walker/Eva Ahmadi, West Vernon Elementary
	Topic:	Transition Reading
	Title:	BRIDGE TO SUCCESS IN ENGLISH READING
	Grades:	3-6 LEP

II-10

Leader: Alice Kakuda, El Sereno Elementary
Topic: Written Composition
Title: GRIN AND "BEAR" IT
Grades: 2-6 LEP/FEP/EO

II-11

Leader: Graciela Rodriguez, Office of Bilingual Instruction
Topic: Spanish Reading
Title: COMPREHENSION: ¿QUIEN SABE?
Grades: 2-6 LEP

SESSION III - 10:30 - 11:40

Workshop Identification Number		
III-1	Leader:	Patricia Morales, School Pyschologist
	Topic:	Special Education
	Grades:	1-6 LEP/FEP
III-2	Leader:	Margaret del Palacio, Humphreys Elementary
	Topic:	ESL
	Level	Phase I, II LEP
III-3	Leader:	Charlotte McKinney, Office of Bilingual-ESL Instruction
	Topic:	Music
	Title:	FROM SONG TO PRINT - HOW DO I TEACH MUSIC?
	Grades:	K-6 LEP/FEP/EO
III-4	Leader:	Dan Cavanaugh, Miles Elementary
	Topic:	Physical Education/Oral Language
	Title:	A MULTI-DISCIPLINARY APPROACH TO PHYSICAL EDUCATION
	Grades:	K-6 LEP/FEP/EO
III-5	Leader:	Shirley Mercer, Office of Instruction
	Topic:	Oral Language
	Title:	SNAP-TAP-RAP YOUR WAY TO LANGUAGE FLUENCY
	Grades:	3-6 FEP/EO
III-6	Leader:	Chris Holle, Office of Instruction
	Topic:	Science
	Title:	COLOR ADVENTURES WITH FLASHLIGHTS
	Grades:	K-3 LEP/FEP/EO
III-7	Leader:	Nora Armenta, Wilmington Park Elementary
	Topic:	English Oral Language Development
	Title:	ORAL LANGUAGE; THE PROBLEM, THE CURE
	Grades:	K-3 FEP/EO
III-8	Leader:	Kyle Sickler, Humphreys Elementary
	Topic:	Art
	Title:	WATERCOLOR WITHOUT FEAR
	Grades:	3-6 LEP/FEP/EO
III-9	Leader:	Bob Fenton, Wilmington Park Elementary
	Topic:	Math Manipulative Activities
	Title:	3-D MATH
	Grades:	K-3 LEP/FEP/EO
III-10	Leader:	Manuel Ponce, Office of Bilingual-ESL Instruction
	Topic:	Paraprofessional Training
	Title:	DOUBLE YOUR PLEASURE, DOUBLE YOU FUN!
	Grades:	K-6 LEP/FEP/EO
III-11	Leader:	Sandy Schuckett, Eastman Elementary
	Topic:	Library - Upper Grade Research Skills
	Title:	"MY TEACHER SAID I HAD TO WRITE A REPORT"
	Grades:	3-6 LEP/FEP/EO